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ABSTRACT

The handbook, intended for use as a guide for special education teachers, presents an overview of language arts and communication skills. Instructional considerations and teaching ideas (objectives and activities) are presented for three major types of skills: (1) receptive language arts (listening skills, reading, phonics, sight vocabulary, comprehension, study skills, nonverbal communication); (2) expressive language skills (oral communication, handwriting, spelling, creative writing, writing mechanics); and (3) practical communication skills (receptive skills, oral expressive skills, and written expressive skills). The final chapter addresses ways in which the media (literature, television, newspapers, and libraries) can be used as a teaching tool. Resources listed include special education associations and organizations and special education journals. (CL)

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LANGUAGE ARTS
AND
COMMUNICATIONS
ACTIVITIES GUIDE
FOR
SPECIAL EDUCATION
TEACHERS

BOARD OF EDUCATION
CITY OF NEW YORK

NEW YORK CITY PUBLIC SCHOOLS
DIVISION OF SPECIAL EDUCATION
OFFICE OF PROGRAM DEVELOPMENT
CURRICULUM DEVELOPMENT UNIT

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Foreword

The Division of Special Education is responsible for providing publications and expanding materials that will be helpful to the classroom teacher. This is an ongoing, dynamic process, responsive to the needs and priorities of the educational staff.

In response to a need identified by teachers, supervisors, and liaison people for supportive materials to assist them in the teaching a skills area vital for all students, the DSE has prepared this updated second printing of the Language Arts and Communications Activities Guide for Special Education Teachers.

The handbook is designed to aid special education teachers in developing strategems for teaching receptive and expressive language skills. These are two of the areas specifically mentioned in the new IEP format. The objectives and corresponding activities included reflect the belief that the needs of students to relate their own feelings and ideas have grown proportionately with the complexities of the world in which they live.

We hope that you will find this guide useful in your classrooms and that it will form the basis for expanding learning experiences for your students.

Alan Gartner
Executive Director

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The Language Arts and Communications Activities Guide for Special Education Teachers is a project of the Division of Special Education, Alan Gartner, Executive Director, Waldemar Rojas, Deputy Executive Director.

The guide was prepared as a project of the Division of Special Education, Curriculum Development Unit, Bebe Bernstein, Administrator, under the direction of the Office of Program Development, Dorothy Lipsky, Chief Administrator.

The updated second printing was prepared in the summer of 1982 by Judith Litvak, Queens Career Education School, assigned to the Division of Special Education Curriculum Development Unit. The project was initiated by Dennis White, former Director of Program Development Unit, and Judy Orange, Assistant Director of Special Education.

The publication of this guide was coordinated by the Curriculum Development Unit. We wish to thank the regional liaisons who served on the Division of Special Education Curriclum Development Committee for their recommendations and identifying the need for an additional printing of this handbook. Appreciation is expressed to Lorelle Lawson, Curriculum Development Unit, and Howard Schwach, I.S. 53Q. The manuscript was typed by Phyllis Dubin, Clare Powitz, Rose Marie Ricchetti, and Margo Williams.

August 1982

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Introduction

This handbook is intended for use as a guide for teachers of Special Education. It presents an overview of language arts and communication skills with suggested activities for teaching those skills.

Skills and corresponding activities have been organized around the concept that students must be able to both understand and use language. Skills which involve understanding language are considered receptive; skills which involve using language are expressive. The skills and activities presented in the "Receptive Language" section are arranged sequentially since each succeeding skill is dependent upon the mastery of the skill preceding it. The "Expressive Language" section is organized similarly, although many of the writing skills should be taught throughout the school year. The handbook is designed to be used in conjunction with the Minimum Teaching Essentials (MTE). In addition, an assessment of both receptive and expressive language skill levels must be designated on the new IEP forms.

In the section titled "Practical Communication Skills," objectives and activities have been included that relate to the student's ability to function independently in his/her daily life. These include the following series of instructions: understanding and using schedules, ads, and signs; using reference materials and the telephone; performing successfully on job interviews; writing messages and letters; and completing various forms and applications. Objectives and corresponding activities are organized within receptive and expressive language categories.

The section titled "Media as a Teaching Tool" offers the teacher strategies for relating media to the various components of language arts and communications. Activities detailed in this section are intended to help the teacher use literature, television, newspapers, and libraries as teaching tools for both receptive and expressive language skills.

The reference chapter, titled "Resources", includes a discussion of informal reading assessment, commercial resources for Special Education materials, Special Education associations and organizations, and related journals.

The activities suggested in this handbook should be adapted, wherever appropriate, to meet the needs of individual students. Special Education teachers will find them useful as springboards for developing their own strategems.

Receptive Language Arts

Sections included in this chapter:

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Listening Skills

The average student entering school has had five or six years of listening experience. Our listening vocabulary is the first to be developed and is the most extensive. Next comes our speaking vocabulary, which is more limited, followed by our writing vocabulary, the most limited of all. Although some students have a more limited speaking vocabulary than others, all the words they use have been learned in the same way--through listening.

Because we are constantly bombarded by sounds from the environment, we often "tune out" extraneous noises and voices and listen only to what we find relevant. This habit sometimes becomes undifferentiated, and students "tune out" when they should be listening.

Research has shown that students spend approximately half the normal day listening. The major portion of classroom instruction is verbal, and requires students to listen. Therefore, listening skills have an important relationship to a student's ability to profit from the school day. Many students are poor listeners. The difficulties they face in processing information beyond the receptive hearing stage lead to frequent "tuning out." Mind wandering and inability to sustain attention for extended periods of time may also be manifested in poor listening habits. Faulty listening is often reinforced when students become accustomed to having directions repeated several times and develop the habit of listening only to the second or third time instructions.

When teachers set out to teach listening skills, they need to first establish a classroom climate conducive to listening. Outside noises should be minimized and classroom noises reduced. A well modulated voice and good pacing are essential in order to hold students' attention. Directions should be given only once. The teacher should be a good listener too, responding attentively to students' comments and encouraging students to listen to each other. The class can establish habits for good listening: facing the speaker, not interrupting others, thinking about what is being said, and organizing responses.

Beginning listening skills involve being aware of the sounds surrounding us, gaining visual images for words heard, hearing differences between sounds and words, and understanding word meanings from their. At a more advanced level, students will understand the main idea, select details, answer questions, and appreciate and evaluate stories, music, and poetry.

For younger students, the teacher can initiate specific and directed classroom activities. However, listening activities for older students should spring from the environment beyond the immediate classroom (sports events, TV, radio shows, etc.) and be geared to a higher interest level.

Objective:

Students will respond to sounds in the environment.

Activities:

1. Use musical selections in varying rhythms for students to respond with body movements (skipping, waving hands, nodding heads in time to the music).
2. Ask the class to close their eyes and describe the specific sounds they hear during a brief period. The teacher can stress that "noise" (inside and outside) is made up of individual sounds.

Objective:

Students will listen to language.

Activities:

1. Read aloud poems or stories that contain effective repetition. The students can identify the words that are repeated, and then say them as the selection is read again.
2. Have students choose words that rhyme with a specific word or sound.

Objective:

Students will focus attention on the listener.

Activities:

1. Develop a signal (sound, visual sign, puppet) which will focus the students' attention in preparation for listening.
2. Be firm in giving directions only once to develop the skill of listening.
3. Use interesting activities (cooking, making art projects, building terrariums) to motivate students to listen carefully to directions.
4. Say (or tape record) exercises (Simon Says) and directional dances (Bunny Hop, Hokey Pokey) for the students to follow.

Objective:

Students will listen for the speaker's main idea.

Activities:

1. Tape record or read aloud short stories. Have the students tell what the stories are about and give each an appropriate title. Newspaper articles can be read to students and they can create headlines.

2. Tape record a short biography, or have students prepare a story about an important personality. Everyone can guess who the personality is. Students can listen to each other's descriptions of rock stars or TV personalities.

3. Present questions on upcoming TV and radio news programs. Students can listen to the lyrics of contemporary music (disco, rock, etc.) and determine the songs' main idea.

Objective:

Students will listen for facts and details.

Activities:

1. Read a story to the class. Asking the students to listen for particular details. The story can also be taped and listened to at a later time in the listening corner. Students can dial New York Telephone Company's Dial a Joke/Dial a Story/Dial a Horoscope, and record what they hear.

2. Read short paragraphs or stories and have students listen for specific details (names of animals, words ending with /b/, descriptive terms). Students can clap or raise their hands when noting details. Students can call the Transit Authority for specific directions to a designated spot and note the details (what train, where to get off).

3. Read a poem or description of a scene to the class and have the students draw pictures from the information. Students can work in committees to draw a mural. They can also illustrate advertisements they hear or see.

4. Read poetry and have the students pantomime the action. Students can role play actors and actresses and follow a director's instructions (stage right, stage left).

5. Have students listen to each other's instructions in checkers, chess or related games. One student can tell the other: "Move the king two spaces forward and one to the left," etc.

6. Have students listen to recordings of various dialects and note the subtle differences.

Objective:

Students will be able to predict what comes next from clues heard in a narrative.

Activities:

1. Begin a story, then stop and have a student continue. Each student can add to the story.

2. Have students listen to the teacher reading an account of a murder trial. Then have them decide what the outcome will be based on the facts. Students can act as radio announcers for sports events, and predict what will happen based on the part of the game/event they heard.

Objective:

Students will draw inferences from material heard.

Activities:

1. Read the following paragraph to the students:

   The air was crisp and clear, but a wet snow had pelted the windows during the night. I breathed deeply, glanced toward the snow-covered cars parked along the curb, and thought, "What a beautiful day." Suddenly I fell down with a bump on the sidewalk.

   Why did the speaker fall? Does the speaker live in a town or in the country? Had it stopped snowing?

2. Have students listen to weather reports and judge what types of clothing they would wear for the coming day.

3. Have students listen to different dialects and judge where the speakers come from.

Objective:

Students will differentiate between fact and opinion in advertisements.

Activities:

1. Encourage students to analyze news broadcasts and television commericals to find facts and opinions.

2. Have students compare commercials about products with the product to find if the commercials were telling the truth.

3. Have students compare different news broadcast (channels 2, 4, 7, etc.) and discuss the different viewpoints of the reporters. For example, a report about a strike may be slanted according to the reporter's or stations opinion.

Nonverbal Communication

An infant's first means of communication are cries. They differ according to the baby's needs. The next direct means of communication are facial expressions. For example, babies smile when they recognize a particular individual. As the months pass, babies begin to make gurgling sounds and then gestures, such as pointing and waving, to communicate very simple ideas. These are all forms of nonverbal communication.

Some students do not reach beyond this immature stage in the development of nonverbal communication skills. They may have difficulty distinguishing among more complex facial expressions, gestures, and body language. Other students may be aware of, comprehend, and even use visual nonverbal skills, but are unable to recognize and/or interpret changes in tone of voice.

Nonverbal communication plays a very important role in society. Students should be aware of this form of communication, should be taught to understand its varying implications, and should be encouraged to use it as an aid in expressing their own thoughts and ideas.

- Gestures

Rationale: Gestures are a means of communication which were probably used by cave people and are still very much in use today. They are used to communicate when words cannot be used as were as to enhance spoken language. Many students find some gestures confusing or are unable to attach any meaning to them at all. This results in either an inappropriate response or no response at all.

Objective:

Students will respond to given gestures appropriately.

Activities:

1. Use only gestures to communicate with students. Have students try to respond, using no language--only gestures.
2. Present situations requiring nonverbal communication. Have students communicate with one another, using only gesture and body movements.
3. For activities 1 and 2, discuss the various ways in which students understood the message that was being communicated.

- Facial Expressions

Rationale: A person's facial expression frequently says more than his/her actual words. A facial expression can belie the meaning of words or confirm them. Often, students make little or no eye contact when conversing. They must be made aware that it is important to observe a speaker's face.

Objective:

Students will understand the meaning of various facial expressions when used in situations.

Activities:

1. Present a situation in which an emotion is clearly involved. The emotions used may be joy, pleasure, sorrow, pain, confusion, anger, fear, annoyance, or surprise. Demonstrate a facial expression indicating one emotion. Have students imitate that facial expressions.

2. Have students guess at meaning of a facial expression when no background is given and then have them imitate that facial expression.

3. Show photographs of facial expressions. Have students state meaning of each of the facial expressions.

- Changes In Pitch

Rationale: Changes in pitch auditorily distinguish questions from statements, as well as imply degrees of emotion. Many students experience difficulty distinguishing changes in pitch. This sometimes results in inappropriate behavior and/or response. Recognition of distinction between oral questions and answers can lead to lessons in end punctuation.

Objective:

Students will distinguish through change in pitch the differences between a question and a statement.

Activity:

Say the following sentence as a statement: "You were home at 10 o'clock. "Repeat it as a question. Ask students if they hear a difference and have them explain the difference.

Repeat, emphasizing the lower pitch at the end of the statement and the higher pitch at the end of the question.

Repeat this procedure with several other sentences. Help students conclude that statements end with a low pitch and questions end with a high pitch.

Objective:

Students will use change in pitch appropriately.

Activities:

1. Have students repeat sentences as questions and statements.
2. Have students read sentences from board as questions and as statements.

- Changes In Tone Of Voice

Rationale: It is important for students to recognize changes in tone of voice because these changes imply a speaker's attitude and emotion, and are related to humor, teasing, and sarcasm. Lack of recognition of changes in tone of voice and the meaning of such changes can easily lead to misunderstandings and inappropriate behavior.

Objective:

Students will recognize changes in tone of voice.

Activities:

1. Using a tape recorder so that facial expressions cannot be observed, relate a situation in which an emotion will obviously be experienced by the speaker. Then use the appropriate tone of voice and words to express that emotion. Repeat procedure with other emotions.
2. Have students identify emotions expressed using only tone of voice.

Objective:

Students will use tone of voice to express given emotions.

Activities:

1. Play tape with expressed emotions. Have students imitate tone of voice used for each.
2. Describe situations in which an obvious emotion is involved. Have students identify emotion and use tone of voice to express it.
3. Have students read sentences which include emotion words from the board or a rexographed sheet. Have the remainder of the class identify the emotion the speaker is trying to express with his tone of voice.

Reading

Many students have experienced failure and frustration in learning to read, and have found reading to be a shattering, ego-damaging experience. The mere mention of the word "reading" often sets up a block that requires patient, creative special techniques to overcome. We know that these students have the same needs, desires, and dreams as other students. They too want to share in varied and motivating activities.

This section outlines the developmental skills that need to be mastered in order to learn to read. These skills are expressed as behavioral objectives. The skills are listed sequentially, ordered as they have been taught successfully in New York City schools to children who have previously experienced difficulties in learning to read. Each skill is accompanied by one or two suggested activities. Several detailed sample lesson plans are included. The Sample Lesson Plans (with the exception of the readiness lesson) follow a consistent format. They include identification of long term goals and short term objectives, isolation of the specific skill to be taught, and decisions regarding the level of the material to be presented.

Each lesson is divided into three steps: direct teaching, supervised practice, and contextual application. These steps are further divided into a series of activities.

Your Reading Program

A successful reading program usually incorporates aspects of several approaches. The most common approach to the teaching of reading is the use of a basal reader series--a comprehensive program designed to develop fundamental reading skills in a systematic and eclectic manner, through sequential instruction and accompanied by appropriate graded reading material. Many excellent series are available commercially. These differ from one another in story content, extent of vocabulary control, and degree of phonics orientation. Teacher manuals outlining teaching strategies accompany these materials.

The phonics skill activities in this guide closely parallel the skills found in the basal readers. If a teacher's manual for those readers is not available, this guide can be used in its place.

Another way to teach reading is the language experience approach, which is based on the premise that the communication skills of listening, reading, writing, and speaking are interrelated, and that reading is closely interwoven with the other language arts. Use of this approach forces the teacher to focus on the meaning of words and the ideas they stimulate, instead of having students recognize and say words. The materials of the language experience approach come directly from the language and experience of the students, recreated in the classroom in the form of signs, labels, picture captions, and charts of all sorts--experience charts, personal language charts, work charts, narrative charts and skill charts. As students dictate to the teacher and read what has been written, they begin to see that printed materials are thoughts written down, and that they can begin to read what they write and what other people write (Lee and Allen, 1963).

Although the language experience reading materials are not commercially produced, students learning to read by this method must still know sound/symbol relationships. The developmental phonics program presented here can be effectively combined with a language experience method.

Other approaches to teaching reading include the linguistic programs and the individualized reading approach. A linguistic program is based on sound/symbol relationships and emphasizes decoding. An individualized reading approach relies on self-selection of books, using trade books as the main source of reading materials. For this approach to work, a variety of trade books must be available in the classroom. The cost combined with the careful record keeping necessary to chart each student's progress, sometimes makes this approach impractical for large classes but it works well in smaller classes. An individualized reading approach also requires a strong phonics program.

For those students with severe perceptual and processing deficits, the Fernald Multisensory Method may be of help to both the teacher and student.

Fernald devised the VAKT (visual, auditory, kinesthetic, and tactile) system for teaching reading. The word perceived as a whole is basic to the Fernald method. Students request words that are important to them-- words that they would like to learn to read. Students reading skills proceed by stages.

- Stage I

a. The word selected by the students is written by the teacher in cursive or manuscript form, with a black crayon, in blackboard-size lettering on a large piece of paper. The word is presented as a whole, not as separate parts.

b. The student traces the word firmly, with two fingers touching the raised black crayoning (tactile-kinesthetic), while saying the word aloud in syllables (auditory) as he/she traces. The student sees the word while he/she is tracing (visual). He/she repeats this method until the word can be written correctly without looking at the copy. When tracing or writing, the word is always written as a unit without stopping. If the student makes a mistake, he/she begins again, but does not copy the word by alternately looking at the sample and writing a few letters.

c. When the student has been successful in writing the word, he/she can file the new word alphabetically, providing an individual record of words learned.

- Stage II

This stage is the same as Stage I, except that the student no longer traces the word, but only follows the looking, saying, and writing steps. The decision to stop tracing is usually made by the student.

- Stage III

  The student bypasses the kinesthetic mode, learning new words by looking at a sample and saying it to him/herself.

- Stage IV

  The student can now recognize new words by seeing their similarity to words and parts of words that he/she has already learned. He/she is able to generalize his/her reading skills (Hammill and Bartel, 1978).

In addition to teaching the developmental and remedial reading skills, it is important that a concomitant literature program, with library backup that gets students and books together, be a part of the curriculum in every class. Throughout the elementary years, there should be daily oral reading to students. A good story, well read, can have a calming effect on students. A teacher's skillful questioning can stimulate students' thinking and lead to improvement in the integration of ideas.

Beautiful trade books (nontexts) can create a desire to read and be powerful motivators to learning. Enjoying illustrations in picture books can improve visual competency as students observe details, develop directionality, and differentiate form, shape, color, and size. Listening to stories can help extend attention span, increase vocabulary, sensitize students to linguistic patterns, and develop skills. Books that tell a good story using delightful language and containing excellent art work, can be a source of great pleasure. They fulfill esthetic and affective as well as cognitive needs.

Designated grade levels for the objectives and suggestions in this guide have been deliberately avoided. Teachers must begin to teach each student at his/her ability, regardless of chronological age or grade placement.

- Sample Lesson Plan Outline:

Long Term Objectives: relate to component of reading being taught.

1. words identification
2. comprehension
3. study skills

Short Term Objective: relate to the specific skill to be taught.

Specific Skill to be taught.

Decisions: some decisions the teacher must make

1. scope of skill to be covered
2. scope of lesson to be covered
3. prerequisite skills needed
4. materials to be used

Step I--Direct Teaching students develop insight or understanding about skill to be learned:

1. motivation
2. teacher/student interactions
3. utilization of listening/thinking skills
4. information elicited through appropriate questioning strategies
5. discovery of insights (reaching generalizations)

Step II--Supervised Practice students move from dependent to independent learning

1. immediate feedback from teacher to delayed feedback
2. simpler to more complex context situations

Step III--Contextual Application guided and directed reading

1. orientation of the students to the selection
2. purpose set for reading
3. preview of anticipated word identification problems
4. preview of anticipated vocabulary difficulties
5. comprehension check

Reading Readiness

Rationale: When is a student ready to learn to read? Although there are different schools of thought and no total agreement, it is generally accepted that readiness for reading refers to the attainment of minimal maturity on physical, intellectual, emotional, and experiential levels. Students with auditory or hearing impairment will be handicapped in learning to read. Those who are emotionally and socially immature and hold a poor self image often have greater difficulty, while students with rich experiential backgrounds and good language abilities generally have early success in learning to read.

Students often display immaturity in one or more areas. They may respond to a new school situation by withdrawing or by displaying overt hostile behavior. Their hyperactivity, lack of inner controls, and sometimes inordinate need for the teacher's attention often means that they require a longer-than-average period of adjustment. Students with "classical" auditory/visual perceptual problems will probably progress more slowly, and will need a greater variety of materials and approaches to reach the readiness state than others.

From time to time teachers meet students in upper grades who are still at the readiness stage. For these students many experience charts reflecting their interests and activities should be developed and used to counteract the stigma of "baby" materials. In addition, high interest/ low readability commercial materials should be provided.

It is important to reiterate that readiness skills should not be taught in a mechancial rote fashion. Many skills will be developing simultaneously. The creative teacher will take the opportunity to integrate developing skills into various activities. It is also important to remember that a student is a real, whole human being who cannot be compartmentalized into a collection of skills. Oral language activities using the student's experience can be incorporated at every level. The teacher can instill interest in the printed word by the frequent use of experience charts and, above all, by having books available to students for handling, looking at, and listening to.

- Auditory Perception, Discrimination and Comprehension:

Objective:

Students will recognize sounds from the environment--(street sounds, park sounds, household sounds, musical instrument sounds).

Activities:

1. Use records and tapes of common sounds.
2. Make sounds, using everyday items, and have students guess the sounds.

Objective:

Students will discriminate between sounds that are the same/different.

Activities:

1. Prepare "Shake and Listen" game, using cans of rice, pennies, etc. Students can match the same sounds.
2 Use commercial tapes and records designed for auditory discrimination and/or a musical instrument.

Objective:

Students will recognize consonant sounds in initial and final positions.

Activities:

1. Introduce students to tongue twisters (Peter Piper picked a peck of pickled peppers ...").
2. Say three words, two of which begin with the same consonant. Have students indicate the word with the different initial consonant.

Objective:

Students will recognize rhymes.

Activities:

1. Read poetry to the students (nursery rhymes and other rhyming poetry).

2. Play lotto rhyming games.

3. Have students complete rhyming couplets and riddles.

I am soft, furry, and fat
I am a little _________ .

Objective:

Students will understand verbal directions.

Activities:

1. Play games (e.g., Simon Says) that involve short instructions.

2. Provide rexographed sheets which require students to perform a series of required tasks, following oral directions of the teacher.

Objective:

Students will develop auditory memory skills.

Activities:

1. Give students the opportunity to play "store" or "restaurant." The store keeper can remember the list of items.

2. Have students play "telephone" with paper cups and strings. Two or more messages can be "transmitted." The listening student can then repeat the message to another student.

3. Send students on errands for which they must remember increasingly longer list of items.

Objective:

Students will extend attention span to listen for longer periods of time

Activities:

1. Focus students on interesting activities in which they are directly involved (see Sample Lesson Plan, "Making a Fruit Salad").

2. Encourage students to listen to stories of high interest.

3. Use Listening Books.
4. Read riddles and mystery stories to students.

- Visual Perception and Discrimination:

Objective:

Students will read their own names, and names of others in the class.

Activities:

1. Label students' possessions and cubbies.
2. Cut sandpaper letters, glue to cardboard, and tape to students desk.

Objective:

Students will note details (in pictures) that are the same/different.

Activities:

1. Use picture books, workbooks, prepared sheets, and picture collections to have students note similiarities, differences, and details in pictures.
2. Provide hidden picture games for students.

Objective:

Students will recognize and name colors.

Activities:

1. Provide many opportunities for using paints, crayons, magic markers, and colored construction paper. Make sure to name each color.
2. Play "Color of the Day," having students match the color card to their own clothes.
3. Play "Lollipop Train," making lollipops of colored construction paper and pop sticks. Students must name color before boarding the "Lollipop Train."

Objective:

Students will discriminate among words/phrases/letters that are the same/different.

Activities:

1. Present a series of words in which students find one word which is the same as the stimulus word.

   big   bee   bag   big

2. Teach the Sesame Street Song, "One of These Things Is Not Like the Other," and have the students point to the object that is different or does not belong with the others.

3. Provide a typewriter for students to write and edit copy.

Objective:

Students will develop visual memory skills.

Activities:

1. Use toy objects in a "parade." Students look carefully, close eyes, and then open eyes to see if any toys are missing, or in a different order.

2. Present objects to the students for a specified number of seconds, and then ask students to list from memory the items seen.

3. Direct students to look at a picture carefully. Remove the picture, and have students tell everything can they remember about it.

4. Play "Concentration," preparing letters/pictures on individual tagboard cards. Cards are placed face down. Students match like cards by remembering locations of the mstching cards (commercial sets are available).

5. Prepare individual envelopes for each student with their names printed on the front. Place separate letter cards for each letter in the name inside the small envelope. The students looks carefully at the word on the envelope, turns the envelope face down, and reproduce the word from memory with the letters in the envelope. Check by turning the envelope face up. Anagrams can also be constructed.

- Concept Development:

Objective:

Students will develop body concept.

Activities:

1. Trace each student's body on shelving paper. Students can label and dress up their models.
2. Cut the picture of a whole person from a magazine and paste it on cardboard. Cut the pictures into several pieces according to body parts and have students put it together as a puzzle.

Objective:

Students will understand the concept of five senses, and be able to name the senses: sight, hearing, taste, smell, touch.

Activities:

1. Provide a "Feeling Box" containing objects of various textures for students to feel.
2. Provide pictures of objects that can be identified through one of the five senses. Stimulate discussion on which sense is needed to identify the object (e.g., snow, garbage, salt, music, a beautiful scene).
3. Prepare a taste or smell lesson with different foods or flavors.
4. Play the game of "Sense and Nonsense." A student is blindfolded and presented with something to feel, taste, or smell. The student must guess what the object is and indicate which sense helped the most.

Objective:

Students will understand the concept of same/different.

Activities:

1. Present a series of toys or objects in which students can find one object which is the same as or different from the stimulus object.
2. Provide attribute blocks for students.

Objective:

Students will develop the concept of size (big/little; large/small; tallest/shortest/longest).

Activities:

1. Give such directions as, "Make yourself small. Pick out the longest."
2. Provide attribute blocks for students.

Objective:

Students will develop the concept of shape.

Activities:

1. Create geometric shapes on the floor with masking tape. Students walk along the perimeter of the shapes.
2. Have students paint shapes on the blackboard with water and use water colors on the easel.
3. Call attention to shapes of everyday objects in the classroom (e.g., shape of the clock, coat buttons, tables, blackboards).
4. Have students trace around cookie-cutter shapes, blocks, alphabet letters. Students can place the paper in the box and have other students match the shape on the paper to the objects.

Objective:

Students will develop the concept of direction (in/out; up/down; under/over; far/near; around/on; beginning/middle/end; right/left).

Activities

1. Use the desired concept words extensively when giving directions.
2. Prepare color-coded bracelets for students to remind them of directionality.

red = right
yellow = left

Objective:

Students will develop concept of categories.

Activities:

1. Develop list of categories with students (things we eat, things we wear, things that go, things we see in the summer).
2. Use riddles:

I am red and round.
People like to eat me.
What am I?

Objective:

Students will develop rudimentary concepts of time.

Activities

1. Refer to activities in the class day by time.

2. Use a calendar to have students state:

Today is ______________________________.

Yesterday was ________________________.

Tomorrow will be _____________________.

3. Develop time lines related to the students own lives and lives of others around them.

- Expressive Language:

Objective:

Students will extend their speaking vocabulary.

Activities:

1. Plan trips to broaden the students experiences and prepare experience charts with students.
2. Collect common items in a paper bag. Teacher begins a story about an item pulled out of the bag. Students take turns continuing the story, using objects they have chosen.

Objectives:

Students will extend their expression of ideas beyond one word sentences or sentence fargments.

Activities:

1. Teacher listens as students elaborate on their own ideas through guided questions.
2. Prepare tagboard pictures of common objects. One student describes a picture, and others guess the object from his/her description.

Objective:

Students will discuss the main event in pictures and story books.

Activity:

Teacher can read to students frequently, asking questions that will lead to inferential thinking.

Objective:

The students will arrange story pictures in sequence, and retell the story from the sequence cards.

Activities:

1. Make sequential puzzles from expendable workbooks, or use commercially made puzzles.

2. Provide comic strips for students to cut apart and mount on tagboard for use as sequential puzzles.

Objective:

The students will use spontaneous language.

Activities:

1. Use puppets (finger, stick, hand, paper bag) to encourage role-playing, dramatization, and recreation of fictional and/or real life situations.

2. Provide opportunities for daily discussion about subjects under study or topics of general interest. Create climate in which students freely express their ideas and listen attentively when others are speaking.

- Sample Lesson Plan: Making a Fruit Salad:

Objective:

Students will name and describe each fruit in a fruit salad in terms of color, shape, size, texture, and taste.

Materials Needed

Fruit, which can be bought on a class trip: apples, pears, oranges, lemons, grapefruits, grapes (and anything else in season): knife; bowl.

Prerequisite Skills

The student should have rudimentary understanding of shape, size concepts, and discrimination of smell and taste.

Activity I

The students can participate in washing the fruit. The teacher should elicit from the students the names of the fruit. The teacher should ask various questions:

What color is the banana? Is there any other fruit the same color? What shape is the banana? Is it the same shape as the apple?

Which fruit is the biggest? Which is the smallest?

How does the grapefruit feel? Is it smooth or rough? Does it feel the same as a grape?

Do the pear and the orange feel the same or different?

Does the banana taste the same as the pear? Is it juicy or dry? Is the taste sweet or sour?

Which fruits have skin? Which fruits can be eaten with the skin? Which cannot?

The students can then be blindfolded or close their eyes, and use touch, taste, and smell to name the described fruits.

Activity II

With the teacher guidance, the students can cut the fruit into a large bowl. Everyone can enjoy the fruit salad. The teacher should develop an experience chart with the students retelling what they did to make the fruit salad (sequencing) and describing the fruit they used.

We made the fruit salad with________________.
First we washed the fruit.
Next, we peeled the banana and cut it with a knife.

Follow-up

Seeds can be planted; nutrition introduced; categories developed using fruits and vegetables; a vegetable salad can be made.

Phonics

Rationale: Phonics is the relationship between the letters of the alphabet and the sounds they represent. Because of the inconsistencies of the English language, some letters (graphemes) represent more than one sound (phoneme) (e.g., c in car or city) and some sounds are represented by more than one letter or combination of letters (e.g., ou in plough; ow in cow).

Many students often have difficulity discriminating sounds and shapes of letters, learning the correct phoneme/grapheme relationship, and applying that knowledge to reading. Some of these students can recognize phonic elements on exercise sheets and in workbooks, but have difficulty applying this skill to the decoding of new words in reading material. Some concentrate so intently on the whole word that they ignore other clues to word recognition; other focus on a single element, such as the initial consonant, to word call at random. One approach to remdeying these problems is a strong phonics program, one that is more individualized than is provided by most basal readers. It consists of direct teaching and supervised practice and drill.

All phonics lessons are based on the four phonic processes:

1. auditory discrimination;
2. auditory/visual recognition;
3. blending;
4. contextual application.

An auditory and visual approach is basic to all phonics lessons, but students with auditory-visual deficits sometimes benefit from tactile and kinesthetic elements as well.

Students who have years of fruitless phonics instruction need to focus on context and picture clues as alternate means of recognizing words and deriving meaning from the printed page. Although such students still need to strengthen sound/symbol relationships, they also should be able to feel that they have made some progesss in their school careers and are not doing the same things over and over again. The vocabulary selected to teach and reteach a phonic element should reflect the life experience and age of these students.

Phonics skills follow a developmental sequence, with each skill dependent on a previous one. As teachers assess each students abilities and achievements, they can select the appropriate level at which to begin. Students who have problems of visual and auditory memory require constant review, reinforcement, reteaching, and expansion of the same skill in increasingly difficult contexts. Awareness of a students needs, rather than a syllabus for a grade, should be the guide for teachers of reading.

In teaching phonics. the following tips may be helpful:

1. Know the specific element you plan to teach. Teach only one element at a time. Don't try to include too much.

2. Elicit generalizations from students on the sound/symbol relationship being taught.

3. Get students moving. All students, particularly hyperactive students, have difficulty sitting still for sustained periods of time. Plan change of pace activities.

4. Review-today, tomorrow, next week, next month. Do not think that students who have mastered a skill one day necessarily will remember it the next. Constant review is necessary.

5. Follow up with reading material that is saturated with the element you have taught.

6. For students who lack a basic understanding of phonics, create and use high interest material to teach similarities when teaching sound. For example, when teaching the initial consonant l,teacher and class can compile a list of words beginning with l: license, lifeguard, laminate lantern, lasagne, latitude, longitude.

The teacher needs to use all areas of the curriculum everyday relevant experiences to motivate the students. Above all, be enthusiastic about teaching a new sound. This enthusiasm may carried over your student.

Objective:

Students will:

- recognize the sound of single consonants in initial positions
- recognize the sound of single consonants in the final position
- substitute initial consonants to form new words (cat tc hat)
- substitute final consonants to from new words (cat to cap)

Activity:

Teach consonants to the students one at a time (see Sample Lesson Plan: Initial Consonant M). Consonants are usually taught in order of difficulty:

b-f-h-k-m-p-t-g-(hard)-l-r-c-(hard)
n-s-d-w-y (yes)-v-z-qu (kw)-x(ks)
c (soft)-g (soft)

This is not a rigid rule, but it is important to teach separately those consonants that may be confused (p should not be introduced until b is learned) spearately.

Objective:

Students will:

- recognize the sound of consonant blends in the initial position.
- recognize the sound of consonant blends in the final position.

Activities:

1. Present a list of words from the students' sight vocabulary (on board, charts, cards) beginning with the blend to be taught. Students are asked to look at each word as attention is directed to the blend. As each word is pronounced, students listen to the blend sound. Teacher emphasizes that both letters are heard. More words from the students oral vocabulary are added to the list. Each blend is underlined. Students are led to the generalization that a blend is made up of two consonants blended together.

l blends: bl-cl-fl-gl-pl-sl-spl

r blends: br-cr-dr-fr-gr-pr-tr-scr-spr-str-thr

s blends: sc-sk-sm-sn-sp-st-sw-str

2. Add the new element to endings to make words the students will know;

--ing --other

--own --oom

3. Have students use the words made in activity 2 to complete sentences.

4. Present a reading selection saturated with consonant blends.

Objective:

Students will recognize the sound of the consonant diagraphs.

Activity:

Adapt previous activity. Students reach the generalization that a consonant diagraph is made up of two letters that produce one speech sound. It is not a blend, but a completely new sound.

sh-ch-wh-th(that)-th(thank)

Objective:

Students will recognize the sound of short vowels.

Activities:

1. Introduce sight words on the boards. Students read them and note the short sound of the vowel to be taught.

   big tip fig trip

   Additional words from oral vocabulary are added. Students say the sounds of the vowel and are asked how many vowels they see in the word, leading them to the generalization that one vowel in the middle of a word usually has the short sound.

2. Present activities in which students must substitute short vowels to form new words (bit to bat).

3. Post pictures and charts representing the vowel sounds for quick reference, to help students remember vowel sounds.

a	apple
i	indian
o	orange
u	umbrella
e	elephant
y	gym

Objective:

Students will recognize:

- that a vowel followed by a consonant and final silent e has a long vowel sound.
- a vowel digraph (two long vowels together).
- that in a vowel digraph, the sound produced is the long vowel sound of the first vowel (the second vowel is usually silent).
- that y in final position produces the long vowel sound of i or e (baby, my).

Activities:

1. Present a list of sight words from the students' vocabulary that contain the long vowel sound to be taught.

a	cake
e	Pete
i	ice
o	cone
u	cube

Students read the words and note the sound of the long vowel.

2. Introduce known words students have learned previously of the consonant-vowel-consonant pattern in a column on the board (column 1). Students pronounce the words, recalling previous learning that a single vowel in medial position usually has the short sound. In Column 2, final e is added to the words. Students pronounce the new words, and are led to the generalization that a final e added to a word is silent and the first vowel becomes long (Column 3).

1	2	3
hat	hate	hāt~~e~~
hid	hide	hīd~~e~~
rat	rate	rāt~~e~~

3. Use Sample Lesson Plan: (ee) = /e/ in Medial Position.

4. Adapt activity 1, using words that contain the two long vowel sounds of final y.

Objective:

Students will recognize that when vowels are followed by consonant r, the combination of letters produces a new sound.

Activity:

1. Introduce r influenced vowels:

car fir
her fur
cord

Review short vowel sounds and have students compare these with the way they sound when r comes after them.

Objective:

Students will recognize:

- the sounds of the dipthongs;
- that a given dipthong sound may be produced by more than one combination of vowels.

Activity:

1. Write several words on the board that illustrate the dipthong sound oi (both spellings):

1	2
boy	oil
toy	boil
joy	broil

Lead students to the generalization that a dipthong is made up of two vowels that are blended, and each one contributes to the sound heard.

ou	couch
ow	cow
oi	boil
oy	boy
oo	moon
oo	book

- Sample Lesson Plan: Initial Consonant M:

Long Term Objective

Students will be able to attack new words by mastering a variety of phonic skills.

Short Term Objective

Students will recognize that the phonic element (m) = /m/.*

Specific Skill

Students will reach the generalization that the letter (m) in the initial position produced /m/ sound.

Decisions

Level of teaching material--readiness instructional.
Kind of reading--oral.
The lesson will include the four phonic processes.

Prerequisite Skills

Students understand the concept of beginning.

Materials

/m/ pictures, teacher constructed exercises, workbook exercise.

Step I--Direct Teaching

Activity 1: Auditory Discrimination. The teacher can ask the students close their eyes and think of some things that are delicious to eat. As students are called upon to name the various foods they eat, the other students rub their stomachs and say "MMMMMMMMMMMMMMMM."

The teacher can display a picture of milk as a visual clue, and elicit the beginning sound of milk from the students. Other pictures can be shown comparing the beginning sounds of milk:

mouse   mother   mat   matches

Teacher asks, "What is the same about all these pictures?" More pictures can be shown as students continue to identify those that begin with the same sound as milk:

monkey baby mailman math sun moon meat meat family

---

*The symbol () indicate the letter name; the symbol / / indicates the sound.

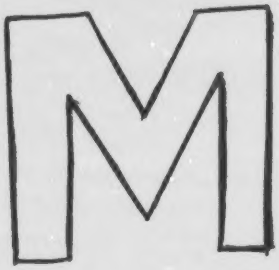
Activity 2: Auditory/Visual Discrimination. The teacher can develop an "M" chart based on the game "Picnic." The teacher sets the scene, saying "We are going on a picnic and everyone must bring something that begins like "milk". As students volunteer words, teacher records on board or chart only those words beginning with /m/.

money macaroni mustard marshmallow

Teacher encourages students to sum up lesson by asking, "What is the same about all these words we have on the chart or board?" What is the name of the letter that makes the /m/ sound?

Step II--Supervised Practice

Students will color the Mighty M, cut it out, paste it into their sound books, and find an /m/ picture to paste with it (old magazines are good for this).



A sound book for each student is made of colored construction paper. The inside pages are each headed with a large consonant letter, and students add pictures bewginning with the sound for each page.

Step III--Contextual Application

A poem can be copied in bold letters on a chart, with a rexographed copy for each student to take home. The initial /m's/ on the chart can be written in bright colors. The poem can be read, first by the teacher, and again with students in chorus.

So Many Monkeys*

Monkey, Monkey, Moo!
Shall we buy a few?
Yellow monkeys,
Purple monkeys,
Monkeys red and blue.

Be a monkey, do!
Whoe's a monkey, who?
He's a monkey,
She's a monkey,
You're a monkey, too.

-Marion Edey and Dorothy Grider

Students can eat a marshmallow, and march around the room to music.

Arbuthnot, May Hilll. *The Arbuthnot Anthology of Children' Literature* (3rd ed) Glen View, Illinois: Scott Foresman and Co., 1971.

• Sample Lesson Plan: (ee) = /ē/ in Medical Position:

Long Term Objective

Students will be able to attack new words by mastering a variety of phonic skills.

Short Term Objective

Students will recognize that the phonic element (ee) = /ē/.*

Specific Skill

Students will reach the generalization that the combination (ee) in the medial position usually produces a long /e/ sound.

Decisions

Level of teaching material--instructional level.
Kind of reading--oral.
The lesson will include the four phonic processes.

Prerequisite Skills

The students have mastered and can apply other phonic skills (initial and final consonants and initial blends) and have a good sight vocabulary.

Materials

Pictures of objects that have (ee), teacher prepared materials, practice work sheets.

Step I--Direct Teaching

Activity 1: Auditory Discrimination. Teacher displays a picture of a queen, to provide a visual clue. As the students name the queen, the teacher asks them to identify the sound heard in the middle of the word: /ē/. The teacher presents other world snd pictures, and the students indicate whether or not they hear /ē/.

met steep peek beep fit lap rate seen sheep might

Activity 2: Auditory/Visual Discrimination. Theacher introduces a second list of words. As the teacher pronounces each word, the students indicate whether the can or cannot hear the key element, as in queen. The teacher writes each /ē/ word in a column on the board, and asks the students to note ways in which the words are alike. Students are called upon to come to the board and circle the letters in each word which produce the sound heard in the middle of queen.

feet need peel steep meet creep keep weep

---

*The symbol () indicates the letter name; the symbol //indicates the sound.

The teacher leads the students to the generalization that the letter (ee) has the sound of long /ē/. "What sound do your hear in the middle, and what two letters make that sound?"

Step II--Supervised Practice

Activity 1: Blending. The teacher writes incomplete sentences on the board, inviting students to complete the words by adding the new sound.

f--d s--n sw--t p--p sl--p bl--p

The students supply the key element (ee) = /e/, and use each word in a sentence. The teacher elicits any other words the students may know with they key element.

Activity 2: Play Eek. In this game, everyone gets a card with the word "eek" printed on it. The teacher holds up a sentence strip, which students are instructed to read silently. As soon as they have finished reading it, they are to wave the card in the right hand (specify right hand reinforces handeness and directionality). Teacher chooses a student to do what the sentence strip says:

Creep around.
Peek at your friend's hand.
Stand on your feet.
Say the day of the week.
Find the color green.
Show us the street.
Make a screech.
Get something to sweep.
Don't make a peep.

Step III--Contextual Application

The teacher will duplicate a short passage using many (ee) words in context, and set purposes for reading by saying, "This is about a boy who saw something interesting one day. Let's read to find out what he saw and what he did about it."

Johnny Dee was sent to see what was in the beech tree. He peeked up and saw three cats asleep, in the tree top. He said to himself, "I need a steep ladder. I will need it to help the cats steep down." Johnny went down the street and made a big speech. He said, "Who can help those three cats? If one of them falls, he will bleed."

EEEEEEEEEEEEEEEEEEEEEEEE! The fire truck came to a screech. The firemen said, "Let's take a peek." They put the ladder up the tree and took the cats in one big sweep. The cats were soon on their feet and Johnny Dee had done a good deed.

Discuss the passage briefly by asking what Johnny Dee did see, and how he helped. Then reread the story, asking the underline each word with the long /ē/ sound.

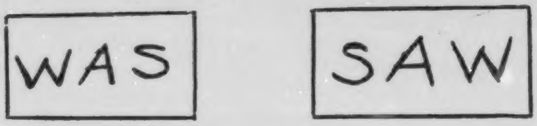
Sight Vocabulary

Sight words are the words that readers can recognize without careful examination or attention to their makeup. A basic sight vocabulary is considered by many to be the foundation for future learning of word attack skills (phonic and structural analysis).

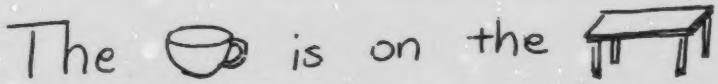
Many of the little words that appear often in primers deviate from standard linguistic patterns (was, there, saw, mother). If students learn these by sight, they can begin to handle beginning reading materials in a satisfying way. A fund of words easily recognized can provide students with a sense of accomplishment.

Many students exhibit visual memory problems, and therefore find the acquisition of a dependable sight vocabulary difficult. The teacher can use many strategies to overcome this difficulty.

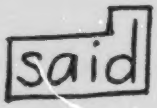
1. Have sandpaper letters gluded on cardboard, so the student can use his tactile sense to discriminate between confusing words.



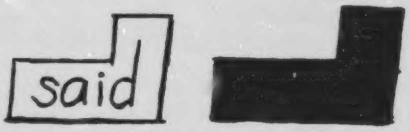
2. Make rebuses from old workbooks and pictures, using sight words.



3. Use configuration clues to outline, length, and height to identify words. Students can outline words in different colors.



The teacher can prepare word shapes on tagboard, and black outline shapes to match the word shapes. Students match the word with a black outline.



Make a giant tree from construction paper. Each student has different colored leaves. When the students learn a new sight word and applies it in reading, they can write the word on a leaf and hang it on the tree.

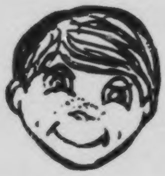
Make a seperate pack of sight word cards that can be reviewed each day for each student. A class chart, showing how many words each student can read correctly, will be very motivating.

Play "Top of the Ladder Game." Students can form a ladder from ten (or more) sight words (on cards). Students can climb their "ladder" of words. See who can climb another student's ladder.

Have students create a class bar graph that depicts each one's growth in sight vocabulary. Every time a student learns a new word, he/she places a square with that word on it above previously placed squares in his/her columns. This should be hung in the classroom

Play "Blast-Off-Game." Class can make a rocket from sight words. Students read to the top to "Blast-Off." An "Astronaunt of the Day" chart can be used to motivate the students.

Prepare sight word phrases exercises. Students can circle the correct phrase.



Two boys

One boy

One house

Students should be taught to recognize common signs that are part of the everyday environment. Often distractibility and poor concentration interfere with a student's ability to understand logical consequences (Danger - Do Not Enter). The classroom teacher must reinforce the words seen on signs frequently and discuss the reasons for obeying the signs.

Men
Caution
Don't Walk
Danger
Watch Your Step

Women
Stop
Walk
Do Not Enter
Out of Order

Do Not Touch
Quiet Hospital Zone
Escalator
Elevator Signs
Bus Stop

Students should be encouraged to make note of other signs they see during daily activities, and to list them on a class chart.

Structural Analysis

Rationale: At the same time that students are learning to use phonics to analyze and decode unfamiliar words, they begin to use clues based on the structure of language as another aid to word identification. Structural analysis skills are introduced developmentally. The first structural analysis skills taught are recognition of compound words, plural nouns (s), and verb forms with the inflectional endings (-ed and -ing). These are followed by noun plurals (-es ending), variant form,s of the verbs, contractions, other plural forms, suffixes, prefixes, syllabification principles, accenting, and more complex roots. The teaching of structural analysis skills can spring directly from the students' reading in all curriculum areas (science, social studies, math). The Sample Lesson on the prefix re - can be given after the students meet words with the prefix re - in their reading.

Most lessons in structural analysis follow the outline of the four steps of phonics. Students must hear the elements being taught, see the correct letters that spell the element and associate them with pronunciation, be able to build words with that element, and finally have practice in reading words containing that element in context.

Objective:

Students will recognize and decode compound words.

Activities:

1. Use familiar sight words from the students' reading and speaking vocabularies for direct teaching, to help students reach generalizations about the nature of compound words: e.g., compound words are constructured from root words which usually contribute to meaning (bookstore)-(exception: words such as - handsome).

2. Have students build compound words from known root words.

   foot + ball = football
   stop + watch = stopwatch

3. Introduce a card game. Make a set of flash cards with compound words, divided between the two words by cutting a zigzag pattern. Students shuffle, and then match the cards to build compound words and use them in sentences.

4. Have students begin an open-ended list of compound words, which can be expanded during the year as new words are added.

   sun

   sunshine sunburn sunray sunspot

Objective:

Students will recognize and:

- decode contractions.
- decode possessives.
- apostrophe and know its name.

Activities:

1. Write full names and contractions on the board in two columns, and pose questions that will lead students to observe that Column II contains words made from the two words in Column I, with an apostrophe in place of the missing letter.

I	II
can not	can't
did not	didn't
they are	they're
he will	he'll
there is	there's
I have	I've

Students will note that one or more letters may be left out to form a contraction, and will reach a generalization about the nature of contractions.

2. Point out to the students the mark that has replaced the missing letters.

3. Construct exercises in making and undoing contractions;

She is not in school today.

________________________________.

I didn't have my notebook with me.

________________________________.

4. Prepare a short selection that ncludes many contractions. Omit the contractions, so the students can fill in the balnks.

5. Develop a list with the students of objects that "belong to" (e.g., the book that belongs to Mary; the flag that belong to our country). Ask the students to say the phrases in the shortest way. When the answer "mary's book" is offered, start a second column next to the first list. Lead students to observe that the 's designates posession, or belong to.

6. Adapt activities 3 and 4 to teach possessives.

Objective:

Students will recognize snd decode different verb forms (e.g., adding ed, ing, es).

Activities:

1. Begin with a sentence on the board:

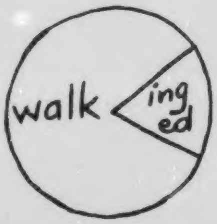
She walked to the store.

The teacher can ask the students to contribute other endings for the root word:

She walks to the store.
She is walking to the store.

Repeat with several root words.

2. Have students make word wheels.



Objective:

Students will recognize and decode plural nouns.

Activities:

1. List on a class chart the different ways to form plural nouns:

adding s - stores
adding es - churches
changing y to ies - babies
changing f to v and adding es - knives

2. Make two sets of flash cards, one of nouns and the other of plural endings. Have students match the nouns with the proper endings.

Objective:

Students will recognize and decode comparative and superlative forms of adjectives.

Activity:

Begin a class chart by providing three columns: adjective, comparative, and superlative columns.

fast	faster	fastest

Students help teachers find other adjectives to add to the list, and fill in the comparative and superlative columns.

Objective:

Students will recognize:

- and count the number of syllables in a word.
- that there are as many syllables in a word as there are vowel sounds.

Activities:

1. Begin with a listening exercise, in which students clap the number of syllables they hear.

school (1)   had (1)   bas-ket (2)
tel-e-phone (3)   hel-i-cop-ter (4)

2. Make two list on the board to lead students to the generalization that there are as many syllables in a word as there are vowel sounds.

bat	ba-by
cat	ho-tel
fun	pu-pil
dad	ti-ger

The teacher can direct the students' attention to the vowel, and help them observe that every syllable contains a vowel.

3. Play "War," making cards of the words with which the class is working. Cards are shuffled and dealt to each player, who turns up the top card and compares the number of syllables in his word with those of his opponents. The word containing the most syllables takes the other players' cards. The player with the most cards wins;

4. Introduce the students to the Japanese Haiku, a poetry form based on 17 syllables: 5 in the first line, 7 in the second line, 5 in the third line. Encourage students to write their own haiku.

Spring brings longer days
We feel the warmth of the sun
Soon summer is here.

Objective:

Students will apply the syllabification generalizations to the analysis of words:

- if two consonants follow the first vowel sound, the word is divided into syllables between the consonants (sum-mer, num-ber).
- if only 1 consonant follows the first vowel sound, that consonant either ends the first syllable or begins the second (cov-er, ho-tel).
- prefixes and suffixes are syllables (re-port, pre-test).
- when a word ends in - le, the consonant that precedes -le begins the last syllable (cra-dle).

Activities:

1. List on a class chart different ways to divide words into their syllables, using groups of representative words to represent each category (generalization.

2. Construct flash cards to reinforce syllabification skills.

Objective:

Students will use his/her knowledge about syllabification to pronounce words correctly when reading aloud:

- the first syllable of a 2-syllable word is usually accented (win'dow).
- the root word in words that end with a suffix is usually the accented syllable (green'er, ring'ing).
- the last syllable of a word that begins with a prefix is usually accented (re-view').

Activity:

Use new words encountered in reading literature or other curriculum areas to reinforce the pronunciation rules. Lead students to recognize that the phonics generalizations app;y within syllables.

Objective:

Students will hypenate:

- broken words correctly between syllables.
- compound words as necessary.

Activity:

Adapt activities 1 - 4 for recognizing and decoding compound words.

- Prefixes, Suffixes, and Roots:

A knowledge of prefixes, suffixes, and root words can add tremendously to a students under standing of words read and heard in every facet of daily life (see Table R-1 for list of these elements). Teachers can help students expand their vocabularies by encouraging them to apply and generalize their knowledge of prefixes, suffixes, and roots. Students can compile list of words with such familiar elements and note how the meaning of a passage can be derived by understanding the structure of key words. The teacher should use interesting content material (e.g., newspapers, social studies) to teach these structural analysis skills.

Table R-1

Elements of English

Common prefixes

a-	in, into, on, at, to	ablaze, a drift
anti-	against	antiwar
be-	around, all over	besmeared
circum-	around	circumference, circumnavigate
com, con-	with, together	conbine, concrete
de-	take away from	defame, declaim
	down	depress
dis	opposite of	dishonest, displeasure
en-	to put into	enclose, enrool, endanger
equi-	equal	equivalent
ex-	out of	expel, exclude
fore-	before	foretell, forewarn
in-	not	incapable
inter-	between	interweave, intersect, interchange
mal-	bad	malfunction
mis-	wrongly	mistock, misjudge
non-	not	nonprofit
pre-	before	prewar, precede
post-	after	postpaid
re-	again	reelect, restore, retell
sub-	under, below	subsoil, submarine
super-	over, on top	supervisor, superimpose
trans-	across	transmit, transcontinental
un-	opposite of	unhappy, unemployment

Common suffixes

-able	can	transportable, understandable
-ance, ence	state of	resistance, permanence
-ous, ious	full	zealous, spacious
-ful	full of	playful, thankful
-ic	pretaining to	sonic
-ly	in the manner of	slowly
-ment	act of	enrollment
-sion, tion	state of	tension, dedication
-ward	direction	northward

Common combining forms

anthro	man	anthropology
auto self	autobiography	
biblio	book	bibilography,
bio life	biography biology	
graph	written	autograph
homo same	homonym	
hydro	water	hydroelectric
micro	small	microscope
mono one	monoply	
phono	sound	phonograph
photo	light	photograph
poly many	polygon	

- Sample Lesson Plan: The Prefix re-:

Long Term Objective:

Students will use structural analysis skills to attack new words by recognizing their primary meaning and structural units.

Short Term Objective:

Students will learn that affixes (prefixes and suffixes) have meanings of their own, which alter the meaning of the root words to which they are added.

Specific Skill:

Students will learn that the prefix re- means again, and apply this knowledge to decoding and deriving meaning from new words.

Decisions

Level of reading material: Independent level

Prerequisite Skills:

Students must be able to read by sight, or use phonic analysis clues to decode, the root words used to introduce this lesson. The must know the meaning of beginning and end of word.

Step I--Direct Teaching

Activity 1: Auditory. Ask students to listen to a group of words and to tell in what way they all sound alike. They will focus on listening to the beginning of the word, and recognize that all the words begin with the sound re. During this process, words should be recorded on the board.

replant retrace react renew remake
redo rebound return resew reheat

Activity 2: Visual. Using the words already on the board (and others suggested by the class), students underline the prefix re and draw a circle around the root in each word. Students read each word aloud, and generalize that a root must follow the re in order for the re to be a prefix. (In words such as ready and really, re is not a prefix.)

Activity 3: Select some of the words from the board and present them in sentences.

1. Mother said my bed look messy and made me remake it.
2. My arithmetic problem was wrong and I had to redo it.
3. The rain washed away all the grass seeds and we had to replant them.

Students discuss the meaning of the underlined words. The teacher might ask the students to rephrase each sentence without using the prefix re, and expect the following:

1...and made me do it again.
2...and I had to do it again.
3...we had to plant it again.

Students will reach the generalization that the prefix re means again.

Step II--Supervised Practice

Activity 1: Blending. Write root words on the board, followed by completion-type sentences, and ask students to select a root word, combine it with the prefix re- to make a new word, fill in the blank space, and then read the sentences aloud.

sole turn sew play heat

1. The button on my coat was loose and mother had to _____ it.
2. I went to school at 8 o'clock and did not _____ home until dinner time.
3. Sometimes we _____ the left-overs and eat them the nest day.
4. When the bottom of my shoe wore out I asked the shoemaker to _____it.
5. I love the Beatles, so I _____ their records often.

Step III--Contextual Application

Give students mimeographed copies of a paragraph saturated with re words. Have them read it aloud, find and underline all the words that begin with the prefix re, and respond to questions and discussion.

Nothing went right today. Mother made me remake my bed and rebrush my teeth first thing in the morning. She didn't like the dress I put on and made me redress before I left for school. The school bus broke down when one of its recapped tires blew out. I lost my history book and had to retrace my steps looking for it. I had to rewrite my spelling paper and redo my arithmetic examples. When I came home I reached out to pet the cat and she reacted by scratching me. It was really the worst day of my life.

Questions

1. Tell the kind of day the writer had.
2. What kinds of things went wrong?
3. What is a recapped tire?
4. Describe what happened to the school bus.
5. How did the writer look for his or history book?
6. Did you ever have a day like this?

Comprehension

Rationale: Reading comprehension is a thinking process in which students use their own experiences to derive meaning. Because language skills are crucial to comprehension thinking skills, teaching reading comprehension is a much more complex task than teaching decoding strategies. Just as phonics lessons must be followed by supervised and varied contextual applications, so too must reading comprehension skills be followed by direct teaching and supervised practice. Students should begin to develop comprehension skills in the prereading stage, as they listen and discuss the stories that are read them. A student who hears and uses words knows that words are organized into thinking units. Meaning is grasped through the ears and eyes. Comprehension must develop stimultaneously with decoding skill.

To be able to grasp meaning, students must be able to recognize words, understand the meaning if words, and understand the relationships of the word meanings when they are organized into thought units (phrases, sentences, paprgraphs). Many students have particular difficulty reading for meaning. Some may be word callers, unable to extract meaning from phrases, sentences, and paragraphs. This may due to be perceptual problems or erratic eye movements. Some students attention may be so focused on the word that they cannot grasp the overall meaning. Others may have memory problems, and be unable to recall or locate information, or they may lack the language and life experience to understand what is being read. Still other students may perseverate on irrevelant aspects of a reading selection and ignore pertinent details. They may succeed at the literal level of comprehension, where the answer can be found in the text and pointed to, where the reader must go beyond the facts explicitly stated in the texts of pictures and derive implied relationships. Such students can be taught to think, reason, and comprehend reading material. Successful teaching requires that the teacher be direct and clear in providing purposes for reading, and plan lessons on the specific skills involved.

The skills needed for adquate comprehension are presented in Table R-2. By no means are the three levels sequential or separate. Every reading experience should incorporate skills from all three levels. Students do not learn all the skills at the literal level and proceed to the interpertive and evaluative levels. The skills presented separtely are resons for organization.

Table R-2

Comprehension Skills

Literal (Factual) Level: information stated explicitly in the text

The student will:

- recall and locate specific items in text (characters, actions, details).
- answer "Who, What, Where, When" questions.
- identify pronoun referents.
- identify stated chornological sequence.
- use picture clues to gain information.
- identify stated cause and effect relationships.

Interpertive Level: information implied in the text

The student will:

- identify the implied main idea.
- use information to draw conclusions.
- use information to make generalizations.
- use information to predict outcome.
- use information to sequence events.
- use information from words and pictures to identify character traits and motives.
- use information to understand an implied cause/effect relationship.
- distinguish information as fantasy/reality.

Evaluative (Critical) Level: information must be applied by the reader.

The student will:

- determine the author's purpose.
- distinguish fact/opinion.
- judge the appropriateness of character.
- give a critical appraisal of the selection.

- Sample Lesson Plan: Understanding Sequential Order

Long Term Objective:

Students will increase their literal comprehension by developing ability to repeat events explicitly stated in the text, in the order of their occurrence (by time or enumeration).

Short Term Objective:

Students will identify a series of events in the proper sequence.

Specific Skill

The students will understand that a sequence of events means the order in which things happen. Words like first, second, etc.; next, then, last; finally; before and after are sometimes used to help the reader to follow the sequence of events.

Decisions

Level of teaching material - independent level
Kind of reading - silent

Prerequisite Skills

The students must be familiar with numerical concepts, alphabetical concepts, time concepts, and word concepts indicating time (first, second, third, etc.; next, then, last; finally). The students must also know that the things that happen in a story are called events.

Materials

Teacher constructed exercises; commercial materials.

Step I--Directed Teaching

Activity 1. Teacher writes the following letters on the board and asks what is wrong:

b a c f e j d i g h

Students observe that the letters are not in the correct order. When a student has rearranged the letters in the correct order, the teacher says, "Now the letters are in the correct sequence," and asks the students to define sequence (accepting answers that indicate sequence means order). The teacher writes the word sequence on the board.

Activity 2. The teacher reads aloud the following statements about how a boy named Billy starts his day:

Billy had cereal and milk for breakfast.
The alarm woke Billy at seven.
He went to school.
He got dressed.

Teacher asks what is wrong with account, eliciting the response that the events were not in the right order or sequence. Teacher raises questions about what happens if we don't tell things in the right order or sequence, leading to the understanding that our account won't make sense.

Activity 3. Students discuss what they did in school this morning. Teacher asks, "What did you do first, second, etc.?" and writes responses on the board, asking the students what words they used to show the sequence of the morning's events (first, second, etc.). Teacher underlines the sequence words.

Teacher encourages students to sum up.

What do we mean by sequence of events (order in which things happen)
Why is sequence important? (so the story will make better sense)
What signal words help us? (first, second, etc.)

Step II--Supervised Practice

Activity 1. Teacher gives students sets of sentences, and explains that each set may or may not be in sequence. The students are to read the sentences to themselves and then put them in the right order

Someone knocked.
Then, I unlocked the door.

Then I opened my umbrella
First, it started to rain.

Ellen was finally sorry that she hit her brother.
First, Ellen hit her brother.

First, Robert went to the store to buy groceries.
Next, Robert paid the grocer.
Robert then walked home and put the groceries on the kitchen table.

Activity 2. Teacher explains that the following three paragraphs have been cut into sentence strips and placed in an envelope. Students are to put the sentence strips together in the right sequence, so the paragraph makes sense.

1. We got into the car and drove to the swimming pool. Then when we got to the pool, we changed into our bathing suits. I jumped into the pool before anyone else. After we had been swimming for awhile, we were all tired.

2. First, Mike decided to have fried eggs for breakfast. Then he took two eggs from the refirgerator. Next, he poured the eggs into the frying pan, and then the telephone rang. Finally, Miked fried the eggs so long that they burned.

3. Here are the directions on how to eat a chocolate bar. After you get the chocolate bar, rip open the wrapper. Then put the chocolate bar in your mouth. Last of all, chew it up and swallow it.

Activity 3. For further practice, the teacher introduces the following paragraphs about boats. After students have read them silently, they are to put the paragraphs in sequence by putting the correct number at the beginning of the paragraph.

_____The second kind of boat that man made was the canoe. He learned to dig out the inside of the log. Then he could sit in it, and paddle.

_____The first boat was probably a log. A man could sit on a log and paddle with his hands.

_____Next came the early sailing ships, which had to be paddled when the wind did not blow. But when the wind blew, a sqaure sail would be opened. The wind would fill the sail and push the ship through the water.

Step III--Contextual Application

Activity 1. Teacher guides a discussion about explorers who left countries in Europe to discover new lands (Columbus, Magellan, etc.).

Before reading, the teacher should review the vocabulary.

Teacher sets purpose for reading by asking the class to read the story to find out what events happened. Then, allowing the students to look back in the story if they wish, the teacher asks specific questions about the order of the events in the passage. These can be in true or false form, or may be a series of statements to place in a correct sequence.

- Sample Lesson Plan: Understanding Multiple Meanings

Long Term Objective:

Students will increase his word knowledge as a first step in improving literal comprehension.

Short Term Objective:

Students will use context clues in sentences to determine specific meanings of words with multiple meanings.

Specific Skill:

Students will reach the generalization that certain words can have multiple meanings, and that the specific meaning of the word can be determined only by the way it is used in the sentence (the context).

Decisions

Level of teaching material -independent level
King of reading - silent

Prerequisite Skills

The students must have adequate mastery of the words used in the selections. Only words within the Student's language repertoire should be used.

Materials

Teacher constructed exercises and commercial materials.

Step I--Direct Teaching

Activity 1. Vocabulary is reviewed. The teacher provides motive for reading by telling the class that the story is about a jester named Lester. Students are asked to read to find out what tricks Lester used to make people laugh.

King Krunch has a jester named Lester. Lester's job was to make the king and his court laugh. One day, King Krunch said, "I am the ruler of the land." Lester answered, "How many inches are you?" Everyone laughed, but the king did not even smile.

The people told the king, "Oh sir, you are very brave." And Lester said, "I didn't know the king was an Indian."

The king yelled at Lester. He said, "You there, get me a trunk at once!" A minute later, Lester returned with an elephant. The king began to scream, "I asked you for a trunk. Why did you bring me an elephant?" Lester said, "But you asked for a trunk and he's got one." "No, no!" cried the king. "Can't you understand a simple word. I want a trunk. It is made of wood and you put things in it. Now get me a turnk or else I will send you to the bat cave." Lester said, "But you can't play baseball in a cave." The king was getting madder and madder. So Lester ran ou to the hall once more. This time, he came back with a tree. "You fool! I said a trunk!" That's a tree!" Lester said, "But you asked for a trunk and it has one." The king said, "I want one made of wood that you can put things in!" "But sir," said Lester, "it is made of wood and the squirrels put nuts in it." "You're nuts!" shouted the king. The court laughed harder. At last, King Krunch had to laugh, too. And after he stopped shouting he got what he wanted, which happens sometimes.

After the students have read the story, the teacher can ask the following questions for oral responses:

1. What was Lester's trick? (He played with words.)
2. What does the king mean by the word "ruler?" (the head of a kingdom)
3. What does Lester mean by "ruler?" (something that measures)
4. What does the king mean by "brave?" (has courage)
5. What does Lester mean by "brave?" (an Indian)
6. What does the king mean by "trunk?" (a suitcase)
7. What does Lester mean by "trunk?" (the nose of and elephant; the body of a tree)
8. What does the king mean by "bat?" (a flying animal)
9. What does Lester mean by "bat?" (something to hit a ball)
10. How many meanings did Lester find for the word "trunk?" (two)
11. The court laughed when Lester talked about squirrels and King Krunch said, "You're nuts!" Do you know why?

Activity 2. Teacher elicits from the students what the word "run" means (move fast, etc.). Teacher asks the students to read the following sentences.

1. The girl had a run in her stockings.
2. There was a run on bubble gum in the store.
3. Please run the machine.
4. The team scored a run in the first inning.
5. The clock did not run well anymore.
6. Her nose will run if she catches a cold.
7. The boy will run in the race.

Teacher asks the students what the run means in each of the sentences.

Teacher concludes Step I by eliciting from students that words can have more than one meaning, and that the meaning changes according to the context (use in a sentence). Teache ask 1] what clues helped to figure out what the run meant (other words in the sentence); and 2] what these clues are called (the teacher can supply the words " context clues" if unknown by the students).

Step II--Supervised Practice

Activity 1. Students are instructed to read the following sentences silently and put the number of the correct meaning next to the sentence.

Put the gift in a box. _____	1. a container
Do you like to box? _____	2. to hit with the fist
The jam is in the jar. _____	1. a glass container
Do not jar the table. _____	2. a bump or jiggle
The hot dog was a foot long. _____	1. a part of the body
My foot hurts. _____	2. a measure of twelve inches
Think before you act. _____	1. to do or perform
The second act was very funny. _____	2. one part of a play
Do you have a movie pass? _____	1. to go by
I will pass the school. _____	2. a ticket
Birds can fly. _____	1. a small insect
The spider ate a fly. _____	2. to move through the air
Drop a penny in the well. _____	1. not sick
Are you feeling well? _____	2. a hole to collect water
Store the books in the closet. _____	1. a market
He bought a shirt at the store. _____	2. to put away for future use.
The duck swam on the lake. _____	1. a feathered animal
Duck or the ball will hit you. _____	2. to move out of the way.
The rich lady went to a ball. _____	1. a dance
The pitcher threw the ball. _____	2. a round object used in games.
He used the bat to make a home run. _____	1. a flying animal
As we entered the dark cave, the bat came at us. _____	2. a wooden stick

Step III--Contextual Application

Activity 1. Multiple-meaning words taken from vocabulary of material students are reading (if possible) can be listed on a rexographed sheet along with two dictionary definitions. (Students who are capable may be expected to find the definitions themselves.)

1. fair	a) an exhibit to show or sell people a product b) honest and just--not showing favoritism
2. strike	a) to hit b) to refuse to work in order to get demands
3. bank	a) a place to keep money b) the edge of the water

5. fast
   a) to go quickly, hurry
   b) firmly close, tightly shut

6. trust
   a) a group of businesses that have united for the of controlling production, price, etc.
   b) belief in the ability, honesty, or truth of a person or thing

Give students instructions:

Each sentence contains an underlined word that appears in the word list. Decide which definition makes sense in the sentence, and write its letter in the blank. On the line below, use the other meaning of the word in a sentence of your own.

1. ____________________ We ate our lunch at the bank of the river.

____.

2. ____________________ The teacher was always fair to the students.

____.

3. ____________________ When there was a school bus strike we walked to school.

____.

4. ____________________ He was late for school and ran as fast as his legs would carry him.

____.

5. ____________________ My mother said she could always trust me to do the right thing.

____.

- Sample Lesson Plan: Predicting Outcome

Long Term Objective:

Students will increase their comprehension skills at the interpretative level by using information given in the text to derive the implied meaning.

Short Term Objective:

Students will be able to synthesize new information with what they already know to make an inference about something they do not know.

Specific Skill

Students will be able to draw an inference from pictorial and written information to predict an outcome concerning that information.

Decisions

Level of teaching material - independent level
Kind of reading - silent and oral

Prerequisite Skills

The students must understand the main idea and supporting details of the selection. The students must also have a grasp of the sequencing of ideas and have adequate mastery of the words used in the selections.

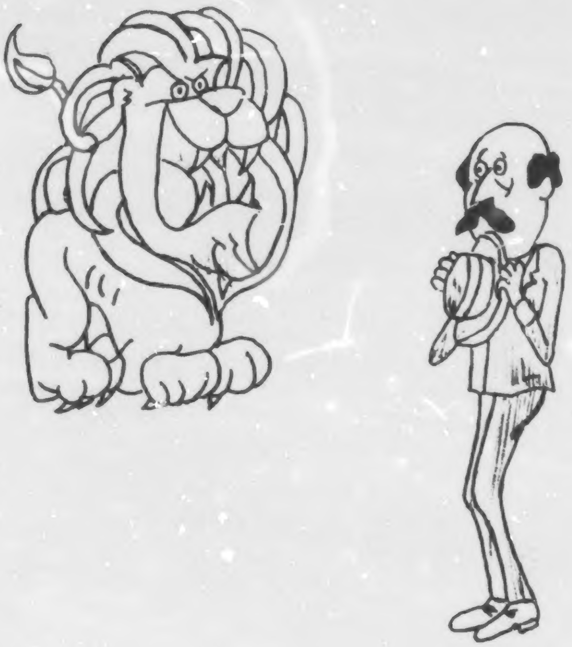
Materials

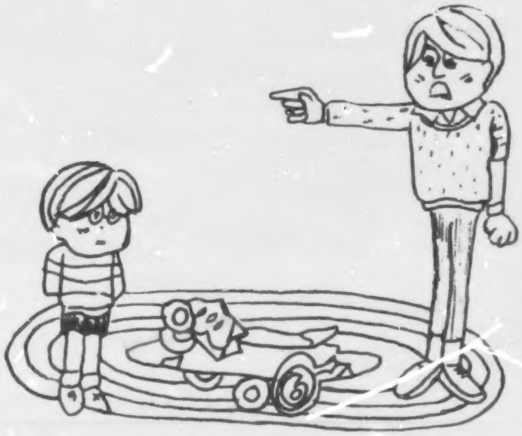
Materials used - teacher constructed exercises and commercial selections from New Directions in English (harper and Row, 1969), Developing Reading Skills, Book B (Harper and Row, 1965) and Bank Street Readers (Macmillan).

Step I--Direct Teaching

Activity 1. Teacher shows the students Picture A (a man looking very afraid of a lion). Teacher asks the class what they think is going to happen (the lion will eat the man, etc.). Teacher asks the students what clues helped them come to that decision (that lions are not friendly animals, etc.). Teacher elicits from the students that facts they already know about people and lions helped them decide what was going to happen.

Teacher shows the students Picture B (an adult with a very angry face, looking at a boy with a broken toy). Teacher asks what they think is going to happen and how they know.





Adapted from New Directions in English: Differences and Discoveries, coppyright @ Harper and Row, Publishers, Inc. New York: 1969, 1973, 1977. Used by permission

Activity 2. The teacher distributes worksheets to the class. Teacher directs the students to read the first paragraph to decide what will happen next. After each answer, the teacher elicits from the students the clues that helped them decide upon their answers.

1. You come into the class one morning. You see your teacher take large pieces of drawing paper out of the closet. Then you see the teacher take out boxes of paint brushes. What do you think will happen.

   a) The class is going on a trip.
   b) The teacher is cleaning out the closet.
   c) The teacher is going to have an art lesson.

2. Every Saturday, a movie house in Kate's town showed a movie about space men. One Saturday. Kate had to help her father. She had to leave for the movie without eating lunch. She said to herself, "I'll go to eat at the store next to the movie house." But when she got to the store, she had only five minutes to eat before the movie started. Kate wanted to get to the movie on time. Can you guess what she ate for lunch?

   a) Roast Beef
   b) Fried Eggs
   c) Peanut Butter Sandwich

Teacher concludes Step I by eliciting from the students that an inference can be made from pictorial and written information to predict outcomes.

Teacher ask questions such as: Did the story tell you what Kate ordered? What helped you figure out what Kate ordered? Did you know that you were using a special kind of quesswork? Teacher supplies "making a prediction" if unknown to the students. Teacher elicits from the students what other situations they may know where people make predictions (weather reports, horoscopes, etc.).

Step II--Supervised Practice

Activity 1. Teacher directs the students to read the following paragraphs to themselves and circle the sentence that best tells what will happen next.

One morning, your teacher, Miss Parks is not in your room. She almost never comes late to class. You wonder where she is. Then another teacher comes into the classroom. She is a teacher you never had before. What is going to happen?

a) Ms. Park will not be in school today.
b) There will be no school.
c) There will be no trip.

One sunny Saturday morning after breakfast, you see your mother working in the kitchen. She is making sandwiches and putting them in a basket along with fruit and cookies. Your father is filling a thermos bottle with milk. What is going to happen?

a) Dinner will be served.
b) Everyone will go shopping.
c) Everyone will go on a picnic.

One day, you hear a marching band outside. You rush out and see a parade. There are animals in cages and clowns walking in the parade. Bright posters are on all the telephone poles. What is going to happen?

a) A parade will take place.
b) The circus is coming to town.
c) The zoo is having a party.

The boys wanted to go fishing. "What are we going to use bait, Sam?" asked John, as the boy sat down on the river bank. "My brother gave me some worms, but I only have two left" said Sam. "I think I'll fish from the end of that old log," said John. He crawled out on the log with his pole. "Look out," yelled Sam. "That log is moving." What will happen next?

a) John will fall in the water.
b) Sam will catch a fish.
c) John will catch a fish.

Step III-Contextual Application

Teacher introduces a short rexographed story and provides a motive for reading by telling the class it is about a woodsman. Teacher guides discussion about the work a woodsman does and how he spends his time. The vocabulary is discussed and students are directed to read the story to themselves and underline the correct answers. Answers should be discussed for immediate feedback.

A long time ago in a far away place, a woodsman with an ax was walking by some trees. Soon he came to a brook. He wanted to cross the brook without getting wet. But there was nothing to walk on. So the man

a) started to fly over the brook.
b) cut down a tree so that it fell across the brook.
c) jumped into the brook and fell across.

Study Skills

Reading for information is a skill needed in all curriculum areas. With good study skills, students will be able to locate, select, extract, organize, and retain information that has been read. Students need to become familiar with a table of contents, glossary, index, and should understand the meaning of the author and the title of the book. They need to be taught to select important points in an assignment and not to copy directly from the source (encyclopedia, informational books, or texts). This teaching should be done in all content areas, throughout the day, and should be sharpened and expanded during junior and senior high scholl years.

The development of study skills is particularly difficult for many students who have a poor sense of organization. They may lack the necessary comprehension skills to interpret material from an information source. They may have difficulty extracting information and intergrating it with knowledge they already have. To develop a sense of organization, the teacher should explicitly structure tasks: dividing the tasks into short steps, giving percise directions, and making clear their expectations of student performance. To develop comprehension skills, teachers must to pose questions that require students to draw upon their knowledge, and to make inferences. Teachers need to develop the art of questioning in all subject areas, not only in teaching the comprehension skills of reading.

Content area reading presents a different set of demands and the need to use more mature strategies. If the materials capture the reader's interest, however, motivation will be high to learn such strategies.

- Teaching Information Location:

Objective:

Students will define the terms title and author, and locate and use the title page of the book: author, illustrator, publisher,

Activities:

1. Consistently use the terms title and author when reading to the students, and encourage them to use these terms in their own handling of books.
2. Have students keep and index card catalogue of titles/authors/publishers to share with each other.

Objective:

Students will use the table of contents to locate stories, topics, and general areas of information in their own books.

Activities:

1. Encourage students to find the page numbers of particular stories in their own books, and see where stories begin and end. The teacher can show how difficult it would be to look through a book page by page to find a specific story.
2. Have students use the table of contents in daily newspapers to locate movie times, TV programs, sport scores, want ads, crossword puzzles, etc.

Objective:

Students will use the index of a book to locate information, specific facts, and details.

Activities:

1. Present lists of names, events, or subjects within text or informational books, and have students locate the page numbers on which the information can be found.
2. Have students use the telephone directory, TV guide, catalog indexes, menus, schedules, etc. to locate specific information.

Objective:

Students will use the introduction, preface, and/or foreword of a book to find out the author's purpose and the basic framework of the book.

Activity:

Have students research and write biographies of their favorite sports heroes, TV personalities, models, etc. Each of these "books" should contain an introduction, preface, and/or foreword in which the students state reasons for why they chose their characters.

Objective:

Students will use the copyright page to obtain information for estimating the relevancy and/or regency of the book.

Activity:

Have students note dated material when researching topics of interest. For example, a science unit on space travel would be a good opportunity to introduce books' copyright dates to compare their information.

Objective:

Students will use the glossary of a book to locate information.

Activities:

1. Explain that the glossary is a small dictionary of the specific terms used in a book. The teacher can direct the students to various paragraphs in the text, and have them locate unknown words in the glossary to answer questions.

   Temperatures in the forests are usually colder in the winter and hotter in summer than in the Tundra. This is so because the forest is farther than the thundra is from the Artic Ocean.

   The tundra:
      a) is where many crops grow
      b) has very hot, tropical weather
      c) is frozen and bitter place.

2. Have students write their own glossaries to books (e.g., a glossary of cooking terms for a cookbook; a glossary of mechanical terms for a car repair book).

Objective:

Students will use the bibliography to locate other sources of information on a specific topic.

Activity:

Encourage students to write and exchange their own bibliographies when researching a topic.

Objective:

Students will use encyclopedias as an information source, and be acquainted with:

- encyclopedia index.
- information on the binder of each volume.
- guide words.
- cross reference.
- bold face type/parentheses used in the main enteries.
- bibliographies at the end of the articles.

Activities:

1. Provide a topic to be discussed in class, questions to be answered, and an encyclopedia to locate the answers.

2. Have students use other content curriculum areas to develop research skills. (See Sample Worksheet at the end of the chapter.)

- Teaching Dictionary Skills:

Objective:

Students will alpahbetize letters andalphabetize words (by first, second, and third letters).

Activities:

1. Have students make individual picture dictionaries.
2. Have students make telephone directories listing sports heroes, rock groups, etc.

Objective:

Students will predict in which part of the dictionary a given word will be found.

Activities:

1. Present lists of words and have students predict the part of the dictionary in which they would be found (first, second, third, last third).
2. Divide students into teams of two. One student can select a word and the other student can locate it.

Objective:

Students will use guide words to locate words in the dictionary.

Activities

1. Present list of words and have students locate the two guide words that are at the top of the page on which the listed words appear.
2. Present two guide words and a separate list of words. Have students underline the words in the list that would be found on the dictionary page appropriate. Using dictionaries, students can check their own work;

Neat Never

Which of the following words would be found on this page?

lake
net
neutral
neglect
nerve
neither
nail
next

3. Encourage students to have dictionary races and time themselves. Given two guide words, they can write words that would be located on that dictionary page. They can also be taught how to scan a page, with the idea that it is not necessary to read every every word to locate a specific word.

Objective:

Students will use the dictionary to find meanings of unknown words.

Activities:

1. Present new words in context, encouraging the students to use the dictionary as an information source.

The squirrel ate an acorn.

a) insect
b) nut
c) branch

2. Encourage students to find the meanings of words of their own and keep a record of the new words they have learned.

3. Present riddles that require a dictionary to find the answer.

I am a long-armed ape that lives in the trees of Asia.
Am I a chimpanzee or a gibbon?

Objective:

Students will select correct meanings of known/unknown word to fit a particular content.

Activity:

Present sentences to the class:

The school bus drivers were on strike.
We heard the clock strike three times.

Direct the students to find the correct meanings for the underlined words in the dictionary, and to locate the illustrations that match the definition. Students can be encouraged to refer to the sample sentences in the dictionary to clarify meaning.

Objective:

Students will use dictionary syllabication and pronunciation markings appropriately.

Activities:

1. Present words and have students divide them into syllables with the aid of a dictionary.

2. Have students use accent markings and the pronunciation key to match phonetic spellings to original spellings.

    con' tent   con tent'

    film.sy   (flim' ze) - weak or ready to fall apart;
    without strength; not solid.

Objective:

Students will use the inflected/derived forms designated in the dictionary.

Activities:

1. Have students match the derived form to the original.

    carried
    carries   carry
    carrying

2. Students can locate the correct inflectional ending when given the root word.

- Teaching Information Organization:

Objective:

Students will take notes to develop organized thinking.

Activities:

1. Provide a structured list of key questions prior to going on a class trip, so that students can concentrate on taking notes which answer those questions.
2. Have students use filmstrips and television programs for notetaking experience by providing questions for them to answer by watching the film or program.

Objective:

Students will calssify information into categories.

Activities:

1. Present pictures and elicit from students the appropriate categories for each of those pictures.
2. Students can categorize, underline the key words and write their own titles for the groups.

broken windows
peeling paint
cracked ceiling   an old house
broken door

3. Have students use categories geared to their own interests (solar system, etc.).

Objective:

Students will outline information according to topics and sub-headings (outline form).

Activities:

1. Present paragrpahs in which students can recognize the main topic and sub-topics. Outline the paragraphs on the board according to this form. Encourage students to outline paragraphs from their current readings.

2. Have students outline information from notes taken on a trip.

At the Museum

Name of dinosaur
Life span of dinosaur

3. Present paragraphs to outline.

Some of the worst accidents happen at home.
People trip over toys left on the floor or stairs.
Loose rugs can cause bad falls.
Often, a slippery bathtub leads to a injurious fall.
Burns from hot liquids, hot irons, or hot stoves also commonly occur at home.

Main Idea Accidents in the Home
Detail 1 ____________________
Detail 2 ____________________

4. Students can outline newspaper articles.

Objective:

Students will summarize information taken from another source using their own words.

Activities:

1. Have students read about a topic, discuss the information with each other, and write a group summary.

2. Have students read about a topic, discuss it, and write individual summaries in their own words.

Objective:

Students will summarize and intergrate information from two sources.

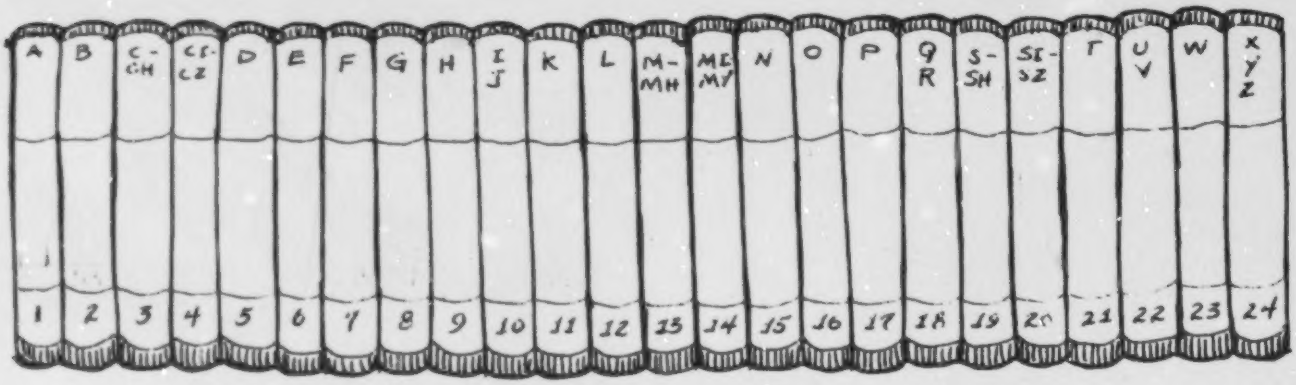
Activities:

1. Direct students to locate information on the same topic from two sources.

2. Encourage students to compare and contrast information from different sources (different newspapers, encyclopedias, and non-fiction books).

• Sample Worksheet Using the Encyclopedia

Use the picture of an encyclopedia set to answer the questions that follow. Underline the key word in each question. In the blank write the number of the volume in which you would find the information about they key word. Some of the questions may have more than one key word, and you will have to list more than one volume for the information.


A 1
B 2
C- CH 3
CI- CZ 4
D 5
E 6
F 7
G 8
H 9
I J 10
K 11
L 12
M- MH 13
MI- MY 14
N 15
O 16
P 17
Q R 18
S- SH 19
SI- SZ 20
T 21
U V 22
W 23
X Y Z 24

1 What kind of spider is the most poisonious?
2. How does an electric motor work?
3. How long was Joe Louis heavyweight champion of the world?
4. What is a sari?

Adapted from The Kickingbird Kids' Book Factory by T. L. Harris, et al, copyright 1975, 1973, by The Economy Company, used by permission.

Cloze

The cloze procedure requires students to supply deleted words and/or phrases for a specific reading selection. It is frequently used for assessment purposes.

There are many systems of word deletion used to evaluate general and specific skills. Random deletions test general comprehension, but do not reveal qualitative information about specific skills. Spaced deletions where, for example, every fifth word is deleted, are also appropriate for general comprehension assessment. Words in given classes, such as specific parts of speech, may be deleted to evaluate understanding syntax, while deletion of word parts may be used to assess mastery of structural or phonic elements.

In order to succeed with cloze procedures, students must understand word meanings (semantics) and word order (syntax). Understanding context clues and affixes help students supply deleted words semantically, while knowledge of nouns, verbs, and modifers helps them deal with syntax.

Students must build the semantic and syntatic skills developmentally. Thus, it is important to introduce the concept of deletion with concrete experiences, reinforce the concept in varying contexts, develop the concept symbolically (defining a nonsense word through context clues) and finally, present students with opportunities to apply their new skills in a variety of ways.

Objective:

Students will describe personal experiences dealing with missing objects.

Activities:

1. Remove the chair from the teacher's desk. Elicit that the chair is missing. Discuss possible outcomes resulting from the fact that the chair is not there.
2. Elicit parts of roller skates. Discuss the relationship of each part to the whole and the consequences of a missing part.

Objective:

Students will identify missing elements in media.

Activity:

Cut out the product from a colorful magazine advertisement and have students use clues in the ad to identify the missing product.

Objective:

Students will define nonsense words, using context clues.

Activity:

Present students with the following sentence:

It is supposed to rain, so I took my rimple.

Elicit that rimple means umbrella and the clues students used to determine meaning. Repeat the procedure with many additional sentences.

Objective:

Students will supply endings for incomplete sentences.

Activity:

Present students with several incomplete sentences which, when read sequentially, form a story.

The little boy sat down ________________________________.

He picked up his ________________ and began to ________________.
His eyes began to ________________.
Very soon, he ____________________.

Have students supply the deleted word.

Expressive Language Skills

Sections included in this chapter:

Oral Communication 80
Handwriting 89
Spelling 95
Spelling Games 99
Creative Writing 102
Mechanics of Writing 108

Oral Communication

Because our society has reached sophisticated heights and our language reflects such sophisticaiton, language has evolved into any number of intricate combinations of words and unspoken implications. Many students are unable to go beyond the literal level of interpretation. Other students may be familiar with the intricacies of "street language," but cannot make the necessary transferences to less provincial communication systems. Still others have very limited vocabularies and experience frustration because they do not have the words to express their feelings and thoughts. A student who is lacking in oral communications skills may very well exhibit inappropriate behavior due to misinterpretation, lack of understanding, and frustration.

Sarcasm:

Rationale: Sarcasm is used as a form of humor, to emphazise certain facts and ideas, and to insult. A lack of understanding of sarcasm can result in an inability to enjoy certain kinds of comedy, to recognize emphasis, and to comprehend when one is being insulted. Such inabilities can cause inappropriate behavior and misunderstandings.

In order for students to understand sarcasm, it is necessary for them to know that the speaker actually means the opposite of what his words seem to say. Furthermore, they must be able to recognize that the speaker's facial expressions and tone of voice imply that his words are contrary to what he actually believes or feels. Even if students have no problem "reading" facial expressions and tone of voice, they may need to learn to coordinate the two with the speaker's words.

Objective:

Students will identify sarcasm.

Activities:

1. Use previous lessons on tone of voice, but have students observe facial expressions, as individuals express various emotions. Discuss relationship between tone of voice and facial expression.

2. Discuss some foods that students dislike. Select one student and his least favorite food and using sarcasm, say "John loves (lima beans)." Elicit that the statement is false and that you have stated the opposite of what you really mean. Repeat this type of procedure with several different examples and help students to conclude that both your tone of voice and facial expression help to indicate that you mean the opposite of what you are saying. Indicate that this is called sarcasm.

- Figurative Language:

Idioms:

Rationale: Idioms are expressions which are not to be taken literally. Many students who have little or no trouble with literal comprehension do not have the ability to understand implied meanings. Inappropriate behavior can often result from not knowing a speaker's words are not to be taken literally. Furthermore, idioms are frequently used as humor and students who do not understand them cannot understand this type of humor.

Objective:

Students will recognize and identify idioms.

Activities:

1. Ask students how to "beat the clock". Elicit literal meaning. Present a situation in which the phrase "beat the clock" is used as an idiom and elicit its meaning for the given situation. Indicate that the first meaning is the literal one, while the second is implied.

   Repeat this procedure with several additional idioms. Have students conclude that there are two levels of meaning for each of the phrases presented and that the situation in which the phrase is used indicates the level being used.

2. Present a rexographed sheet of ten situations, each followed by a sentence including an appropriate idiom. Have students identify the idiom and explain both its literal and implied meanings.

3. Hang a large chart in the room on which are written idioms studied in class. Have students add to the chart as they become more aware of idioms and their implied meanings.

   Examples of idioms:

   - raise the roof
   - pull the wool over your eyes
   - pound the pavement
   - beat the clock
   - climb the walls
   - hit the nail on the head
   - make mountains out of molehills
   - keep your eye on the ball

- Metaphores and similes:

Rationale: Metaphores and similes are descriptive devices. These devices are invaluable in helping students with limited vocabularies express clear pictures of inner thoughts.

Objective:

Students will identify metaphores and similes.

Activities:

1. Have students complete sentences like:

   - He was so sad he began to cry like a ________.
   - Peter was never afraid of the water. Even when he was very young, he could swim like a ________.
   - Mary is such a fast runner; she runs like the ________.

   Elicit student's reasons for comparing the person talked about to the object or being they filled in the blank. Indicate these comparisons are called metaphores.

2. Present students with sentences including metaphores. Have students identify metaphores.

3. Have students compose their own sentences using metaphores.

4. Repeat above activities with similes, making clear that similes begin with "as," while metaphores begin with "like."

   Examples of similes:

   - as sly as a fox
   - as big as a house
   - as sweet as sugar
   - as quiet as a mouse
   - as gentle as a lamb
   - as straight as an arrow
   - as quick as a bunny
   - as stubborn as a mule
   - as free as a bird

• Description:

Words describing specific actions:

Rationale: Students with limited vocabularies often experience frustration when trying to describe or explain people, places, things, and situations. Presenting them with words that are used to describe specific actions helps to ease their communicaion frustrations by allowing them to tell about the pictures they "see" in their heads to their audiences, as well as enlarging their receptive vocabulary.

Objective:

Students will use words which describe specific actions.

Activity:

Demonstrate different ways of walking. Elicit that the word "walk" does not give a picture of how someone walks. Present the words "stride," "strut," "stroll," "shuffle," and "tiptoe" and demonstrate each. Students may also try to demonstrate, as others try to identify the appropriate word.

Examples of other descriptive action words:

. look - stare, glare, glance, gaze, inspect
. tell - whisper, warn, gossip, advise

Description of objects:

Rationale: A student who has difficulty relating parts to the whole has much to gain from learning methods of describing objects. Such description requires noting details and relating them to the whole. Other students who have been frustrated by unsuccessful attempts to present a clear picture of a particular object, such as a dress or a car, will find that new words added to their vocabulary will help ease their frustrations in this area.

Objective:

Students will clearly describe a given object.

Activity:

Review the five senses and relate them to specific objects:

- . Have students describe an observed piece of chalk visually and tactilly. Elicit that the chalk can be described diffrently using different senses as the basis for description.
- . Pass fresh flowers around to each student. Have them describe the flower visually, tactilly, and aromatically. Elicit that three senses are used in the description of the flower.
- . Have students describe an observed article of clothing visually and tactilly.
- . Have students describe a pizza pie visually, aromatically, and in terms of taste.
- . Have students conclude that different senses are used to describe different objects.

- Description of a person's appearances:

Rationale: Describing a person's appearance is also very helpful for students who have problems with part/whole relationships. Attention to detail and the relationship of details to the whole play a major role in such descriptions. In fact, students who need to improve their recognition and understanding of body image will find such descriptions very useful. Furthermore, students also increase their receptive and expressive vocabularies in terms of words denoting size and shape.

Objective:

Students will clearly describe a person's appearance.

Activities:

1. Discuss words describing size and shape and present pictures of each, wherever possible.

Examples:

oval, round, bulbous, aquiline (nose), broad, narrow, straight, pug (nose), square, heart-shaped, slim, slender, obese, petite, etc. (Do not permit value judgements - only literal descriptions!)

2. Have students select faces of celebrities to describe.

3. Give students select words such as thin, narrow, fat, heavy, broad, slender muscular, tall, short, etc. Have them use these words to describe the body of a family member.

Describing personality:

Rationale: Description of personality traits is valuable in terms of both cognitive and affective behaviors. Students expand their vocabularies, relate parts to the whole, and gain understanding of new concepts on the cognitive end. On the affective side, they learn to recognize their own and others' personality traits and gain some insight into how others see them.

Objective:

Students will describe an individual's personality.

Activities:

1. Have students make a list of words that are descriptive of people they like and a separate list of words describing people they don't like. Call the positive words "Positive Personality Traits" and the negative words "Negative Personality Traits." Make a large chart (to be hung on the wall) of positive and negative personality traits and have students add to it as more traits are considered.

2. Have students list positive and negative personality traits for themselves.

3. Have each student list positive and negative personality traits for another student in the class. Type each personality sheet, including the name of the person being described, but omitting the name of the writer. Distribute each personality sheet to the student being described so that he/she may see how others view him/her, particularly in comparison to how he/she views himself.

- Explanation:

Explanation of how to do something:

Rationale: Explaining how to do something involves sequencing and listening skills, as well as attention to detail. Students must explain by using step-by-step procedures, and include each and every step in their explanations. If a step is omitted; the explanation is not complete. Furthermore, students will have to listen carefully to others' explanations if they are to complete the activity themselves. In addition, while students are delivering their explanations, they are reviewing the procedures involved in the activity itself.

Objective:

Students will explain how to do something.

Activity:

Have each student select from given activities, such as boiling water, sewing a button, tying a shoe, etc., one which he wishes to explain. Students must describe step-by-step procedure in each case, without omitting a single step. Additional topics include: how to use a hairblower; how to play a particular sport; how to do a card trick.

For example, to boil water, one must:

- put water in the kettle or saucepan
- put kettle or saucepan on the burner
- turn on the gas or electric
- leave the kettle or saucepan on the burner until the water boils.

If any step is omitted, the water will not boil. The rest of the class listens attentively to evaluate the speaker's explanation, particularly in terms of the inclusion of every necessary step.

- Persuasion:

Persuading someone:

Rationale: Students must be made aware of methods of persuasion used by others so that they are able to make choices and evaluate circumstances and situations intelligently. They must also develop the ability to use persuasion themselves so that they may argue a point intelligently and gain respect for themselves by being able, on occasion, to lead others.

Objective:

Students will use methods of persuasion.

Activities:

1. List and demonstrate methods of persuasion:

   . Do something because it is better than something else.
   . Do something because it is easier.
   . Do something because it is cheaper.
   . Do something because everyone is doing it.
   . Do something because it will make you happy.
   . Do something because it is morally right.

2. Have students watch a commercial on television and/or read a newspaper ad and determine method(s) of persuasion used.

3. Have students choose or make up a product to sell. Then have them select one or more methods for selling the product and give reasons for the selection of the particular method(s). Have them subsequently present their "sales pitch" to the class. Have the other students evaluate their presentation in terms of the effectiveness of the methods used.

4. Conduct mock job interviews. Have students use appropriate method(s) of persuasion during interview. Student tries to "sell" him/herself to the employer by developing selected methods of persuasion.

Handwriting

The purpose of good handwriting is communication. In order for students to use handwriting to communicate ideas, feelings, and thoughts, they need to write legibly.

Handwriting involves the coordination of visual, motor, and conceptual abilities. Many of the skills are developed through prewriting activities at the kindergarten level (use of large crayons, painting, bead stringing, experience of clay). Students need to discriminate between letters, develop eye/hand coordination, and master left-right progression in order to write legibly.

Some students may have difficulty in far-point copying, which involves focusing attention on the blackboard, retaining the image of the letters or words, and transferring these images on to paper. If the student is distracted at any step, he/she must return to the first step and begin again. Near-point coppying (from written models at his desk) may be less complicated because transfer of the visual images to the paper is over a shorter distance , and more direct. Students may also have problems judging space between letters and words, and writing within a contained space. They often grasp their pencils tightly and awkwardly, adding to the illegibility of their handwriting. Because of these difficulties such students may be extremely slow writers who, justifiably, view handwriting as a tedious, frustrating task.

Educators hold different opinions about whether manuscript or cursive writing should be taught first. Beacuse most of the reading material for students is written in manuscript, many argue that teaching manuscript first will be less confusing. Others maintain that cursive writing is more free-flowing and allows the writer to move from one letter to the next without interruption. A student who has severe problems in grasping the pencil and extremely poor attention span, whose ego has become increasingly deflated because he/she cannot write with ease, may benefit from being taught cursive writing first. Whichever method is taught writing should be practiced consistently. When learning manuscript writing, most students find it easier to learn vertical and horizontal strokes first then circle strokes, and finally slanted strokes. When teaching cursive writing, loops are taught first, followed by curves, finally slant letters are taught. This order also shows the relationship between the cursive and manuscript forms. There is a readiness stage, when the transition from manuscript to cursive should begin. A student is ready when he/she:

- has developed good ability in writing manuscript from memory.
- can read cursive writing well.
- has a strong desire to use cursive writing.

Specific handwriting lessons should be conducted each day, but the importance of good handwriting as a means of communication should be stressed throughout all curriculum areas. The teacher must provide many opportunities for students to share their own writing, to help them recognize the necessity for legibility. They can examine their own handwriting and discuss the aspects that need improvement. They can also compare their own handwriting to suitable models.

- Manuscript Writing:

Objective:

Students will color within a confined space.

Activity:

Guide students in coloring within a plastic stencil templete, string, or hardened glue, emphasizing up/down or side-to-side direction of coloring.

Objective:

Students will form the general shapes of letters.

Activities:

1. Guide the student's fingers (dipped in water) to form letters on the blackboard. Directional clues can be used. (Let's make an L--We start at the top and down; then we go across").
2. Guide student's fingers in a salt/sand tray, as directional cues are verbalized together.
3. Have student's trace over large sandpaper letters and then transfer that movement to the sand/salt tray. The teacher should always have the student say aloud the letter he/she is writing.

Objective:

Students will grasp the pencil correctly.

Activities:

1. Provide thick primary pencils for handwriting use.
2. Place the students fingers correctly around the pencil. Commercial pencil grips such as those manufactured by DLM are excellent for this purpose.
3. Color-code the student's fingers and the pencil. The teacher can place a small yellow circle at the tip of the index finger, a red circle at the end of the thumb, a green circle on the near side of the middle finger. Pencils can be prepared with corresponding colored strips of tape matching the correct positions of the fingers. Eventually, the circles and tape can be reduced in size and finally removed.

Objective:

Students will write from left to right.

Activity:

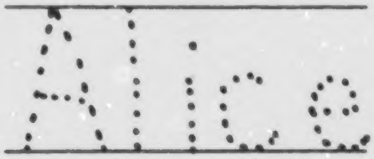
Position paper correctly for right-handed students by taping it to their desks. Arrows or similar markings can be used to indicate where to begin writing.

Objective:

Students will write within a designated boundary.

Activities:

1. Designate a space with string of hardened glue as a outline.
2. Mark boundaries with colors so the students will be aware of the designated space (perhaps two inches). Premarked paper for early handwriting instruction can be ordered. Students can be taught to write in more narrowly confined space as they progress. The student can trace over letters within a specific boundary.



Objective:

Students will judge spacing between letters and words correctly.

Activities:

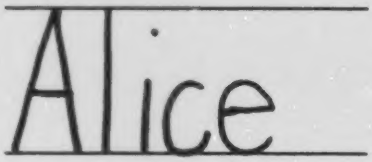
1. Have students use graph paper (with large boxes) to allow for proper spacing between latters and words.
2. Have students use a finger as a guide for space between words.

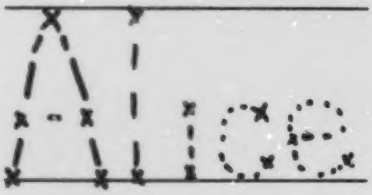
Objective:

Students will copy from a given model (near-point copying) with accurate letter formation, correct spacing, and good legibility.

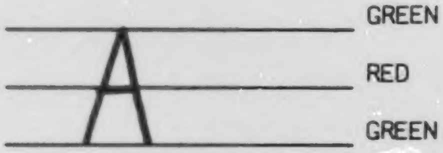
Activities:

1. Aid the student by providing visual clues (x's or colors and a model to copy.)





Students use the x's as starting points and traces lines.



Teacher directs students to start at the top green line and go down to the left to the bottom green line, lift pencil and return to the starting point, go down to the right to the bottom green line, lift pencil and cross the red line left to right.

Gradually descrease the amount of guided direction copying single and multiple sentence. The student can copy one sentence directly below a single model and progress to copying multiple sentences from a single model.

Tomorrow is a trip day.

We will go to the zoo.
Many animals will be there.

W

M

Objective:

Students will copy form a given model (far-point copying) with accurate letter formation, correct spacing, and good legibility..

Activities:

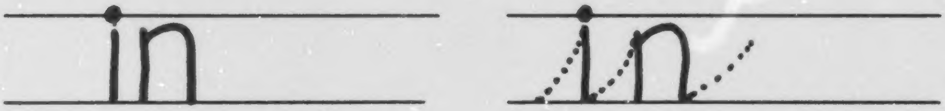
1. Place a slanted chart on or near the student's desk so that the student can begin the transition from a horizontal to a vertical plane.

2. Review with the student the material to be copied and the reasons why it is to be copied. Copying tasks should be kept brief. The teacher should write on sentence on the blackboard. After the student copies it, the teacher should erase it and write the next sentence. This allows the student to focus on few stimuli at one time. Eventually, the student will be able to copy extended sentences without monitoring by the teacher.

- Cursive Writing:

Cursive writing requires a shift in motor skills. Most students begin writing in the cursive form in the third grade. Certain guidelines may be helpful in introducing cursive writing to the students.

- Most students will be extremely motivated to write in cursive ("real") writing. Keep such enthusiam high by having students examine samples of cursive writing (signatures on checks, autographs of famous people, memos from other school personnel, etc.).
- Maintain the manuscript alphabet chart in the room, but display under it the corresponding cursive letters. This helps students see the similarities between the two forms of writing.
- Move from simple to complex letters. Introduce lower case letters first, starting with the easiest ones to make: l-e-i-t.
- When introducing letters, use parallel guidelines on the blackboard to show how each straight line slnats the same way. The teacher should write large letters and have the students trace the slant.



- Students should be encouraged to analyze their own handwriting errors and work independently on individual problems that need correction. They can keep a personal chart and/or record their progress.
- Each student should have a handwriting folder with samples of present handwriting to be used for comparison with past achievements.
- Writing notes to friends, friendly and business letters to public figures, scripts for class plays, and lists of various items provide strong motivators for older students to write legibly.
- Students should maintain previously-acquired manuscript skills, and use manuscript writing appropriately (making posters, filling out application forms, labeling material). The teacher should discuss with the students the situations that require manuscript and the situations that require cursive.

Print ______________________________

Signature ___________________________

- Students who have problems writing legibly should be taught to use a typewriter.

Spelling

Spelling skills are an integral part of students' written communication abilities. Students must understand that there is a standardized way to spell words, and need to develop good spelling habits in order to spell words correctly. The motivation to spell correctly comes from the desire to communicate one's thought so that others can understand them. Before students can write of spell a word the word must be part of their vocabulary and they must be able to read it. Therefore, a student's language and reading ability have a direct relationship to his/her spelling ability.

Educators hold different opinions about the selection of words for students to learn to spell. Some believe that words should be selected from a prescribed list of the most frequently used words for the particular grade level; others hold that the students should learn to spell the words they need in their own writing; yet others, who strongly believe in the phonetic approach, would select words on the basis of their structural elements. The phonetic approach can be combined with selection of words from students' need in writing.

For students who have difficulty in reading, a spelling program that parallels the phonics program and reinforces the sound-symbol relationships is most effective. Such a program does not preclude the need to provide many opportunities to use spelling words in personal writing. More mature readers, who have mastered phonic relationships, can monitor their own spelling progress by keeping lists of words taken from their own writing and writing from other content areas.

Some students may have inadequate recall of the sequence of sounds and letters in words. Though they may perform adequately on weekly spelling tests, these students may not have sufficent long term memory skills to use the same word correctly in later writing. This may be due to poor association between letters and their respective sounds, and the lack of a firm grasp of phonic generalizations. These students may also be impulsive and unable to concentrate on the sequence of letters needed to spell a word correctly. To him/her, the spelling of words may be an extremely laborious task. The inability to spontaneously spell words may be frustrating and lead to indifference toward spelling (I don't care if I spelled it wrong").

Objective

Students will spell the basic sight words correctly.

Activities:

1. Make charts of the most frequently used words in writing and display them around the classroom.

   Aa

   all
   after
   and
   as

   Bb

   because
   before
   boys
   brother

   Cc

   can
   children
   come
   coming

   Students can be encouraged to find the words they need in their writing. With increased practice, the students will not need to look at the charts as often to master correct spelling. This eliminates the constant question, "How do you spell _______________?" provides a self checking device, and helps develop locating skills.

2. Encourage students to compile their own list of words. For example, a "Recipe Club" can be formed in which class members exchange their favorite recipes. A list of words could be made:

   tablespoon
   teaspoon
   cup
   ounce
   pound
   flour

   salt
   butter
   milk
   cream
   sugar
   egg

   Students interested in car repairs may build a similar list:

   carburetor
   spark plugs
   transmission
   drive shaft

   cylinder
   wheel
   engine
   gasoline

Objective:

Students will spell correctly words that are phonetically similar.

Activities:

1. Correlate phonic lessons with spelling instruction. Encourage students to apply phonics generalizations they have already learned in order to spell new words that represent particular patterns. (e.g., use of "i" before "e".)

2. Give a directed spelling lesson to a group within the class:

   Dipthong /ow/ (When teaching a vowel dipthong in which two spellings represent one sound (pound - cow), it may be advisable to teach one spelling first.)

   Teacher writes the element being taught on the blackboard or a piece of tagboard, and develops with the students a list of words with the /ow/ spelling. This can also be a good opportunity to expand vocabulary.

   brow prowl gown fowl frown

   Teacher can ask students to identify the two letters that produce the /ow/ sound, and then expand the list. Words should be used contextually and then copied in their notebooks.

3. Plan varied activities for reinforcement: forming sentences, using sentences in stories, rummy cards, finding new words with the specific element, using the dictionary, newspaper, and other students.

4. Have students compile lists of common prefixes, suffixes, and roots from science, social studies, and other curriculum areas. For example:

   trans-

   transform
   transportation
   transplant
   transfer
   transmit
   transmitted

   These words can be used in research and report writing.

Objective:

The students will correctly spell words that have common roots, and those that are known as "spelling demons."

Activities:

1. Provide additional cues for helping spell different words.

   separate: ("There is a rat in separate.")

2. Have the students keep a "Work Bank Box" which holds 3" x 5" cards of spelling words that are being worked on and words that have been mastered.

3. Have students write newspaper articles, TV lisiting, menus, etc., and find the correct spelling for the words they will need to use.

Spelling Games

Spelling games are not a substitute for direct teaching. They are fun ways to practice and reinforce skills that have been learned.

These games and activities can be used to develop spelling mastery:

Baseball. Students take positions in the classroom as though it were a baseball diamond. Pitcher "delivers" the word to be spelled. Correct spelling of the word entitles the runner to one base (certain designated words may be assigned--2-base, 3-base, etc.). An incorrect soelling is an "out." Three outs--team change positions.

Hide and Seek. Students put their heads down. Teacher writes three words on the board. At a signal, students look at the words on the board. The teacher erases them and the students write the words from memory. Teacher then writes four words on the board and proceeds the same way. At the end, each student tallies total words correctly spelled to determine the winner.

Smoked Bacon. Make two sets of cardboard cards, each with one of the letters "SMOKED BACON". Teams face each other. Each student holds one letter. The teacher calls out a word that can be spelled by an arrangement of these letters. First team to gets its members into the correct positions gets a point.

Treasure Box. Words are written on separate slips of paper, which is then folded and put into a box called the treasure box. Each student in turn draws out a slip, which he/she hands to the teacher without opening. The teacher pronounces the word and the student attempts to spell it. Any misspelled words are handed back to the students who had difficulty with them. The object is for the pupil to end the game with no slips of paper. Those who do have slips must learn to spell the words that are on them. (Two students can provide extra practice for each other by playing this game in the quiet corner.)

Fill in Blanks. (Hangman) Student comes to board and writes blanks for the number of letters in a spelling word. Class asks questions about the missing letters. First person to guess word and spell it correctly chooses the next word.

Air Writing. One student stands in the front of the room with his back to the class and writes one of the words from the spelling list in the air. He/she then calls on a student to name and spell the word. The first student who answers correctly writes a new word in the air.

Knock, Knock. Students put their heads down on their desks. The student who is "It" walks around the room and knocks on a desk. The student seated says, "Who's there?" The student who knocked says a spelling word and the seated student has to spell it correctly to get up and become It. If the word is misspelled the student continues around the room until the word is spelled correctly. A point is given to the It for every misspelled word. The highest score wins.

Bingo. Students fold papers into 16 squares. The teacher calls out the spelling words. The students write one word in each square (anywhere) until all squares are filled. After all squares are filled the teacher calls a word and the students put a dime on it. When a row is filled the child says "Bingo." The teacher checks the words. Each word must be spelled correctly to win. A point is given for each "Bingo" and the highest score winds.

Word Bingo. Each student makes a bingo card. In each square he/she places the first letter of each of the words in the current spelling lesson. The letters may be put in any order (students should try to make each card different from others). As the words are called, the students writes each in the space in which the initial letter was placed. The words are called at random. The first student to make four in a row shouts "Bingo," and wins. Others continue to play until all have a Bingo.

a	Thursday	e	s
c	m	friend	i
b	k	party	house
l	k	n	u

To the Party. Everybody is invited to a party. But to get there and back, a student must make the tough climb up and down Spelling Word Hill. If he/she makes it up, he/she draws his/her favorite party food on the board. If he/she stumbles, a rock is drawn beside the missed word, and he/she must wait until a student who can spell the word comes along to give a push.

Dictionary Game. One student opens the dictionary at random, saying: "I have opened the dictionary to a page that starts with the word "space". Each student then writes as many words starting like space as he/she can. (Two teams may compete, each student adding a word in turn. To prevent careless or poor writing, each team may have a "recorder" who writes the words suggested by the team. Have three to five on a team. The winning team may be challenged by another team.)

Rhyme Race. The teacher dictates a word and the students write as many rhyming words as possible.

book: look
cook
took
hook, etc.

Anagrams. Letters can be cut from newspaper headlines and magazine stories. Students choose categories (e.g., sports items), and see who can spell the most words related to the category within a certain time allotment.

Spill and Spell. (commercial game). Again, categories can be chosen (models, super heroes, etc.) to see who can spell the most words. Tape recordings can be made of words. The voice on the tape can say the word, wait a minute (or longer interval), and then spell the word correctly. During the interval, the student spells the word (with or without the letter chips) and then is able to check himself/herself.

Scrabble. This is a good motivator for spellers. Students can be encouraged to check their words in the dictionary or from various lists that have been compiled.

Write On! Students can write to their favorite rock stars, T.V. personalities, or anyone they choose. Before writing, they compile lists of words they need to know in order to write to the particular person (e.g., to write to a musician such words as guitar, song, stage, melody, records, lyrics, etc. may be important.) Lists can also be made of job-related information (hours, pay, description, uniform, etc.). Move with the student's ideas.

Homonym Match. Students can write jokes and sentences using homonyms.

Examples of such homonyms are:

missed/mist
dough/doe
loan/lone
peal/peel
bore/boar
heal/hell
one/won
sense/cents
grown/groan
nun/none

Creative Writing:

A period in creative writing need not always result in a written composition or story. Class time also can be used to sharpen the skills needed to produce a good piece of writing.

Some teachers wield red pencils to correct a student's creative story for grammar and punctuation. Perhaps they find it safer to deal with the easily-corrected right or wrong use of punctuation than to evaluate content. Because creative writing reflects something felt, stated in an appealing manner, assessment of such writing is a highly subjective task. Other teacher may believe that students who are still struggling with the mechanics of writing and spelling, are unable to express their own ideas or recognize elements of good writing. This need not be so. With the teacher's guidance, criteria for good creative writing can grow directly from the stories the students read and hear. Students can learn to recognize and enjoy the ingredients of a good story--vivid descriptions, images, pleasing use of language, and original twists. They can apply these elements to their own writing.

A students whose handwriting is poor, or who has difficulty with mechanics and spelling, can produce original ideas and express them in his/her own words--dictated to the teacher (or to a tape cassette) or written to the best of his/her ability. In any case, a teacher can offer honest praise of the thoughts expressed, of the choice of good descriptive words, or of the use of imagination or humor as he/she discusses each student's work individually. This method leads to positive reinforcement and ego building; the red pencil signifies failure and defeat.

Objective:

Students will expand their vocabularies.

Activities:

1. Start with a short list of familiar words. Ask students to think of as many words as they can that relate to the ones on their list. To get them started, you might ask: "If the word describes a kind of place (city, sky) what might be found in it?" "If the word describes a thing (tree, airplane), name the parts of this thing or other things that might be found near it."

City	Sea	Siren
traffic	waves	fire
buildings	water	crowd

2. Prepare pairs of homonym cards (e.g., sale/sail, fur/fir, whole/hole, blue/blew) and place about 12 pairs in an envelope. Working individually or in small groups, students can manipulate the cards following the teacher's instruction to arrange them in some "special" way. The goal is for the students to discover the matching pairs for themselves. If necessary, the teacher can help the students reach the generalization that homonyms:

   - sound alike
   - are not spelled the same
   - have different meanings

   Similar activities can be prepared for synonyms and antonyms.

3. Choose a topic, perhaps an experience the students have shared with their families or with classmates (e.g., a heat wave, a snowsstorm, a parade, a birthday, a trip to a supermarket). Have students think of words and phrases they might want to use if they were writing a story on this subject. List the words on the board, and later transfer them to a folder. A title (e.g., The Snowstorm) should be put on each folder, with a picture on the front cover to designate contents. Keep the folder in a convenient place where the students may browse through the lists, adding any new ideas that occur to them.

   Another possiblity is a picture word ladder. Ask students to cut out interesting pictures or bring in unusual objects to paste on charts. Words and phrases to describe the picture or object are listed underneath, on a "ladder." These are kept on file to be used as springboard for a story (Schaff, 1976).

Objective:

Students will use descriptive words and phrases in creative writing.

Activities:

1. List these questions on the board: "What kind." "Where?" "How?" "Why?" Then ask students to elaborate on a given simple sentence by answering each of the questions on the board. You may want to "dress up" several sentences with the whole class, and then encourage students to try it independently or in teams.

Simple Sentences

The wind whistled.
The kitten purred.
The rain fell.
The stars twinkled.

A "dressed up" sentence might be: The biting cold wind whistled through the treetops. (What kind of wind was it?) (Where did it whistle?)

2. Develop lists of phrases with the students to answer the questions "Who?" (or, "What kind?") "Where?" "When?" or, "What color?" "What size?" "What sound?"

Who?	Where?	When?
the lively pony	in the capsule	during the snowstorm
the wind	in the speedboat	on Tuesday
the ship's captain	in the kitchen	after school

Students expand the three lists, then make their own interesting sentences by combining different phrases and adding necessary words. (A list of common verbs might be put on the board as "helpers.")

Objective:

Students will create a story.

Activities:

1. Brainstorming an idea is a good way to excite students and get their thoughts moving. The students might brainstorm one of the following ideas:

   - Joe looked at the puppy in the sore window. It was all white except for black ears.

   - One day I went downtown to do an errand. On the way I found a fifty-cent piece.

. When I came out of my front door, I saw a new bicycle on the walk.

Have the students think of answers to the following questions and list both questions and answers on the board:

- Who is in the story?
- Where does the story happen?
- When does the story happen?
- What happened in the story?
- How did the person in the story feel?

Put on the board:

WHO? WHERE? WHEN? WHAT COULD HAVE HAPPENED?

Have the students think of as many answers as they can to these questions. Record the answers on the board. Then have each student write his/her own story, making use of any of the ideas on the board from the team brain-storming. When the stories have been written, the students may work with partners to correct any spelling or grammatical errors (this is called paired proofreading). Finally, the students may read their stories aloud to one another.

2. The teacher can begin a story and have the students finish it.

   It was a cold and windy night . . .

   When I am sixty years old . . .

   She saw the box in the corner, grabbed it tightly . . .

3. Students can make inkblots on large sheets of paper, dropping a blob of ink and folding the paper in half. Students can then write about what the inkblot looks like or could be.

4. Students can read fairytales and write modern versions.

5. The teacher can establish a "Suggestion Box" in the classroom filled with ideas and situations to spark creative writing.

   You are a movie star who is answering a fan letter.
   You just hit a grand slam homer and someone asks you for a written account.
   You want to be a ______________, and someone asks you what skills you have to offer for the job.

6. Students can listen to popular records and write about how the music and lyrics make them feel.

7. Distribute cookies from a box of animal crackers to the students. Stories can be written from questions posed:

What is the animal?
Is it real or imaginary?
Where does it live?
What does it eat?
Does it make sounds?

8. Boxes of different sizes and shapes can be displayed to the class. Ask students to write what they imagine could be inside, where it came from, and who it belongs to. Labels can also be used on the boxes to stimulate ideas:

   Captain Bluebeard's Treasure Chest
   Danger! DO NOT Open!
   Space Parts
   Hot Stuff! Do Not Touch!

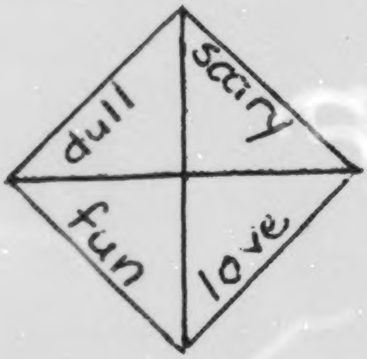
9. Students can write TV scripts for their favorite shows and perform them before other classes.

10. Students can make Me Mobiles, using hangers and objects that relate to themselves--describing likes and dislikes, favorite hobbies, etc.

11. Students can trace and cut outlines of their hands and feet. They can write on the cut-outs what special things they would like their hands and feet to do.

12. Using the Social Studies unit as a springboard, the teacher can discuss an historical event (e.g., the Civil War) with students. The students can be encouraged to write what it would have been like to be a character in those times (a soldier, the President of the United States, a student going to school).

13. The teacher can draw a diamond divided into four parts on the blackboard and write an abstract word in each part. Students can either draw a picture or write a story describing the word.



14. Students can make a film-strip together and write captions for each frame.

15. Students can pretend to be objects, and write about what it feels like to be that object.

> You are a noodle in a bag on a shelf. A shopper has just picked up the bag and put it in a shopping cart. Write about how it feels to be in the bag, where you are going, and what happens to you.

> You are a small plant beginning to grow. A gardener has just brought you to a nursery. Tell about your trip, how you feel, and what happens to you.

Mechanics of Writing

Even for students who express themselves well orally, writing is often an overwhelming experience. This may be due to difficulties with the mechanics involved.

Capitalization and punctuation pose problems for many students, while others find themselves unable to organize their ideas into paragraphs. Frequently, students have difficulty with the business letter format and composing the body of a business letter. Composition or essay writing becomes a monumental and almost impossible task for some students.

The "fear of writing" can be overcome. Reminding students that writing is merely saying with a pen what you say with your mouth may help them put this form of communication into its proper perspective. The more students write and evaluate their own written work, the easier dealing with the mechanics of writing becomes.

Objective:

Students will capitalize:

- the first letter of a sentence.
- proper names.
- streets, cities, states.
- months of the year, days of the week.
- common holidays

Activities:

1. Call attention to the beginnings of sentences in various reading selections (books, newspaper, experience charts). Students can circle all capital letters, and match upper and lower case letters.

2. Have students capitalize appropriate letters when given a writing sample. Each activity should be focused on one use of capitalization. A more difficult activity would be correcting an entire passage with improper capitalization.

Objective:

Students will use a period appropriately:

- at the end of a sentence.
- after abbreviations.
- after an initial.

Activities:

1. Color-code periods in red to indicate that a period means "Stop".

2. Have students read sentences in which periods are missing, and have them decide by intonation where the periods should be placed.

Objective:

Students will use the comma appropriately:

- in the saluation and the closing of a friendly letter.
- between the day of the month and the year.
- between the names of a city and state.
- before a quotation.
- between items on a list.

Activities:

1. Color-code commas in yellow to indicate that a comma means th "Slow Down".

2. Have students make lists: favorite foods, TV shows, etc., and indicate the comma separating the items in the list

Objective:

Students will use a question mark correctly.

Activities:

1. Present sentences and have students decide if a question is being asked and a question mark is needed.

2. Have students pass notes to each other (during a designated time) asking questions:

   Have you seen any good movies?
   Who won the baseball game last night?

Objective:

Students will use quotation marks before and after a speaker's words.

Activities:

1. Provide worksheets in which the quotation marks are missing and have students place quotation marks appropriately.

   Dennis said, I feel sick!

2. Have students write conversations for characters in books or pictures. Compare the use of quotation marks with the "balloons" of cartoon strips (both show the person's exact words).

Objective:

Students will use an exclamation point appropriately.

Activities:

1. Lead students to the generalization that exclamation points are used to show strong emotions;

   fear: Help!
   emergency: Fire!
   joy: Happy Birthday!
   Surprise!

2. Have students compare the meaning of a sentence ending in a period and the same sentence ending with an exclamation point.

   Mark was mad. Mark was mad!

- Writing:

Objective:

Students will use a colon to set off a list.

Activity:

Encourage students to make various lists: what they ate for lunch, what they will buy at the store, different careers, space terms, etc.

Objective:

Students will use a hyphen appropriately.

Activity:

Have students use a hyphen as a means of separating parts of words at the ends of a line. Students can employ syllabication principles when separating words.

Objective:

Students will integrate punctuation skills in their writing.

Activity:

Have students pretend to be printers, and use correct punctuation to express the speaker's intentions in writing.

Objective:

Students will use complete sentences, not sentence fragments, in their writing.

Activities:

1. Have students draw or find pictures to illustrate complete sentences.

   The fish ate the worm.

2. Give students many opportunities to dictate stories and letters, and to compose experience charts. This will familiarize students with correct sentence structures.

3. Have students complete partially written sentences.

   Mary went to the store to buy ________________.
   Mary went to the store to buy ________________, ______________,
   and ________________.
   Mary went _________________________.

   (For students who are able to distinguish between sentence fragments and full sentences present more complex samples to complete).

4. Establish a writing station in the classroom where students can write and construct their own books made from cardboard and paper.

5. Make "Sentence Starter Sticks" cards on which sentence starters are written.

   It's not easy to ...
   If I were the teacher ...
   I ate the most delicious ...
   One day I was walking down the street and ...

   Students should be encouraged to write full sentences.

Objective:

Students will organize and write a paragraph.

Activities:

1. Have students arrange and organize pictures in the proper sequence.

2. Have the students use sentence strips to order and arrange ideas into a cohesive paragraph.

3. Have students publish a class newspaper and distribute it to other classes and parents. They can also check their own and each other's work for paragraph organization.

4. Emphasize the importance of a beginning topic sentence.

5. Have students play "Paragraph Pass", in which each student starts to write a paragraph. When a signal is given each passes his/her paper to a neighboring student who continues the paragraph.

Objective:

Students will write an invitation.

Activities:

1. Elicit from thet students important parts of an invitation: place, time, occasion, host; provide a format for the students to complete; explain the use of R.S.V.P. (French, Respondez s'il vous plait) to indicate an answer is requested.

A Party for ______________________
Date: ______________________
Time: ______________________
Given at: ______________________
____
R.S.V.P. by ______________________

2. Students can complete such a form and illustrate the invitation. Students can write and design their own invitations for school functions, etc. Theme and purpose of invitations can be discussed.

Objective:

Students can write a response to an invitation.

Activity:

Discuss the important elements of a response note: pleasure in coming, reasons for not coming.

Objective:

Students will write a letter to a friend.

Activities:

1. Distribute a letter form:

Dear ________________,

Your friend,

Students can write a letter by referring to a permanent chart or model of the proper letter form. The model should have the parts of a letter labeled: greeting, message, closing, signature.

2. Encourage students to dictate ideas to the teacher when writing a class letter to: a classmate who is sick: thank a classroom visitor (a policeman, a musician, etc.); paraise assembly program.

3. Encourage students to write a letter to the author of a favorite book, favorite spors figure, or pen-pal in another state or country.

   Two sources of pen-pals are:

   The International Friendship League
   40 Mt. Vernon Street
   Boston, MA

   School Affiliation Service
   American Friends Service Committee
   160 North Fifteenth Street
   Philadelphia, PA

Objective:

Students will write a business letter.

Activities:

1. Have students write a class letter to invite a guest speaker to the class, or to gain information regarding a trip site.

2. Encourage students to be aware of the formal style of business letters, the indentations necessary, the importance of neatness, and the need for proofreading. Duplicated forms may help, as well as charts placed in the room for reference. Students can write business letters to: local agencies, about a new traffic light or park cleanup in the neighborhood; requesting free information (McDonald's offers a low cost ecology packet) or class supplies; to a celebrity, requesting and autographed picture; to "Dear Abby" (or other letter column); to a publisher requesting a magazine subscription.

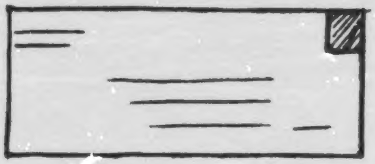
3. Present students with situations where merchandise arrived damaged or not at all. Encourage students to write two paragraphs from the body of a letter of complaint the first describing the situation and the second asking the company to rectify the problem.

Objective:

Students will address an envelope correctly.

Activities:

1. Provide envelopes of various different sizes and designs. Students can be given a specific format directly on the envelope:



They can fill in their own addresses and send letters to their parents and to each other. The teacher can also send a letter of commendation to a student's parents, having the student address the envelope.

2. Have students refer to a sample chart and address letters to local businesses, government personnel, celebrities, etc.

Objective:

Students will write a persuasive composition.

Activities:

1. Present students with a situation requiring them to persuade someone to do something.

   Example: Persuade your parents to allow you to visit your aunt in California.

2. Review methods of persuasion. (See page ___ Oral Communication-Persuasion.) Have students select the best method of persuasion for the situation.

3. Have students answer each of the following questions in paragraph form:

   - What is the problem?
   - How can the problem be solved?
   - Why is what you suggest a good solution to the problem?

4. As each student finishes writing all three paragraphs, have him/her evaluate his/her own work. Then have students exchange papers so that each student's work may be evaluated by a classmate.

Practical Communication Skills

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Practical Communication Skills

One of the major functions of education is to prepare students to become independent, contributing members of society. Communication skills play a major role in this preparation. For example, students must be able to follow instructions, organize their daily lives, make use of classified ads, understand ads for merchandise, recognize and comprehend signs, and use reference materials and schedules appropriately. In addition, students must be able to make introductions, use the telephone, perform well on job interviews, write messages and letters, and complete forms and applications. These all fall under the heading, "Practical Communication Skills."

Receptive Skills

Following oral instructions:

Rationale: Many students have difficulty dealing with oral instructions, particularly when more than two are given in a series. The skills involved in following oral instructions must be taught to these students so that they can function more responsibly at home, in school, and in the world of work.

Objective:

Students will follow four oral instructions given in a series.

Activities:

1. Have students follow the same single instruction several times during the course of the day.
2. The next day, repeat the instruction given the previous day and add a second unrelated instruction. Repeat both together during the second and third days.
3. Repeat the process of adding unrelated instructions until the student is able to follow a series of four unrelated instructions.
4. Continue the process with other unrelated instructions over the course of the school year, but do not exceed four unrelated instructions in a series.

Schedules:

Rationale: Because schedules are expressions of time organization, students who have difficulty with organizational skills can learn much from studying them. Students can learn to use calendars to indicate appointments; televison schedules to arrange time to enjoy given programs; and bus, railroad and airlines schedules to determine travel time. They may even prepare an agenda for a day in their lives.

Objective:

Students will use a calendar to indicate special dates and appointments.

Activities:

1. Present a calendar consisting of only one week and providing only the names of the days of the week. Have students read days of the week in sequence and relate each to the box directly beneath it.

2. Tell students to pretend that a friend has called and made a date for a given day. Have them write the friend's name in the appropriate box on the calendar.

3. Have each student use a monthly calendar, including the name of the month and each day of the week, to enter the dates in the appropriate boxes. Then assign students to indicate given birthdays, anniversaries, hoildays and appointments in the appropriate boxes.

4. Repeat the procedure with yearly calendars.

Objective:

Students will use a television schedule to arrange time to enjoy favorite programs.

Activities:

1. Have students use individual weekly television schedules to determine the hours given programs are aired.

2. Elicit programs students particularly enjoy and have each student locate his/her favorite in the television schedule. Then elicit what they think they will be doing during the hour preceding the program. Have them determine how to cease the earlier activity so that they will be available to view the desired program.

Objective:

Students will use a bus schedule to determine for travel time.

Activity:

Tell students to pretend that they have been invited to a party at 8:00 P.M. on Saturday at the home of a friend who lives some distance away. Assign them to determine the length of time required to travel from their home to that of the friend. Distribute copies of a bus schedule and have students locate the bus leaving the stop nearest their home and arriving at the stop nearest the friend's home. Elicit the time it leaves and the time it arrives and have the students calculate the number of minutes involved. Elicit that this time span must be included in the alloted preparation time.

Objective:

Students will prepare an agenda for a day in their lives.

Activities:

1. Present students with a list of activities in the day of a fictious individual. Have them list the activities in order of priority and assign specific times to each.
2. Have students follow the same procedure for a day in their own lives.

- Ads for merchandise and classified ads:

Rationale: Ads for merchandise abound in our society in both newspapers and magazines. Students must be made aware that such ads can be misleading, especially if the whole ad, including the "fine print", is not read and understood.

Classified ads must also be read and understood in their entirety. Classified ads are more complex than merchandise ads because they include many abbreviations. Students must be able to understand and make use of classified ads so that they can apply for appropriate jobs in the future.

Objective:

Students will read the "fine print" in ads for sales to recognize "catches."

Activity:

Have students cut ads for sales from the newspaper and read everything but the "fine print." Discuss the merits of the sale. Then have students read the "fine print" and determine where it differs from the large print. Students should conclude that it is necessary to read the "fine print" to be aware of all aspects of the sale.

Objective:

Students will recognize the organization of classified ads in the newspaper.

Activities:

1. Using the classified ad section of the Daily News or New York Post, have studentss write the categories of jobs listed.

2. List a series of job titles on the board. Have students use the classified section of a newspaper to count the number of jobs listed under each heading.

3. Discuss common elements in specific ads under several job titles:

Examples: bookkeeper draftsman
carpenter electrician
typist

- Signs:

Rationale: The ability to read and understand signs allows students to rely on their own resources. It allows them to travel about independently, avoid dangerous areas, and locate needed information and materials within a given site.

Objective:

Students will recognize and respond appropriately to given signs.

Activities:

1. With young students, place various signs around the room to indicate names of objects and locations of specific activities. These signs should be on heavy cardboard in bright colors. Signs indicating locations of activities should include pictures of the activity.

2. Older students should be exposed to signs that exsist outside the classroom, such as "Danger", "Rest Rooms", etc. Prepare a bulletin board using these signs along with pictures corresponding to their meaning. Students can identify the picture that belongs with each sign.

3. Walks can be taken through the community so that students may note actual signs in use. Upon returning to the classroom, students can list the signs they saw and discuss the meaning of each.

- Reference materials:

Rationale: The most obvious reference materials are dictionaries and encyclopedias. However, and book or pamphlet written for the express purpose of disseminating information may be considered reference material, as well. Thus, the "Yellow Pages", books of rules and regulations, dictionaries, etc. may be included in this category. Furthermore, parts of a book such as the title page, table of contents, index, glossary, preface, etc., are written to provide specific pieces of information and there fore, must be included in any discussion of reference material. Even menus, which are written specifically to inform patrons of a restaurant's fare, may be considered reference materials.

Objective:

Students will predict in which part of the dictionary a given word will be found.

Activities:

1. Present a list of words and have students predict the part of the dictionary in which they would be found (first third, second third, last third).
2. Divide students into teams of two. One student can select a word and the other student can locate that word.

Objective:

Students will explain the organization of the "Yellow Pages."

Activity:

Using as many copies of the "Yellow Pages" as possible, assign students to find the name of any carpet company. Explain that they should look under the heading "Carpet." Then have students locate a place to buy fencing. Elicit that they must look under the heading "Fences." Repeat this procedure with moving companies and service stations. Elicit the names of companies are arranged according to the product or service they provide.

Objective:

Students will use the table of contents to locate stories, topics, and general information.

Activities:

1. Encourage students to find the page numbers of particular stories in their own books and see where stories begin and end. Show how difficult it would be to look through a book page by page to find a specific story.
2. Have students use the table of contents in daily newspaper to locate movie times, television programs, sports scores, want ads, crossword puzzles, etc.

Objective:

Students will read a menu.

Activities:

1. Introduce and discuss words and phrases unique to menus: a la carte, a la mode, beverages, price fixe, fountain treats, complete dinners, appetizers, entrees, cuisine.

2. Distribute copies of menus which include as much of the new vocabulary as possible. Have students locate and read headings. Discuss meanings of headings and offerings listed under each. Give teacher-prepared menus that include only headings and have students supply the names of appropriate food and drinks. Then reverse the procedure, having students supply the headings.

3. Use role-play, where one student is the waiter/waitress and the others patrons. The "patrons" order from the menus and the "waiter/waitress" takes their orders.

4. Arrange a class trip to a local restaurant. Have students use skills in the real life situation.

Expressive Skills—Oral

- Making introductions:

Rationale: The ability to introduce people who are unknown to each other is a basic social skill. This presents a problem to students who have poor self-image and/or difficulty finding approprite words.

Objective:

Students will use appropriate language and gestures when making introductions.

Activities:

1. Using role-playing techniques, have one student pretend to introduce two other students. Since the students are all familiar with one another, they should feel confortable enough to concentrate on the words and gestures they are using.
2. Whenever s person enters the classroom who is not a usual occupant, encourage individual students to make the introduction to the rest of the class.

- Use of the telephone:

Rationale: Aside from face-to-face conversation, the telephone is the most frequently used means of communication. The ability to use it correctly involves extended skills in vocabulary and tone of voice because no facial expressions or gestures may be used. This means that students who have limited vocabularies and/or poor voice control have difficulty utilizing the telephone to its greatest advantage.

Objective:

Students will conduct telephone conversations, using appropriate vocabulary and voice tone.

Activity:

Arrange with the New York Telephone Company to make use of their Teletrainer Service, in which regular and pay telephones are brought to schools to train students in the proper use of the telephone. To acquire Teletrainer Service, call the New York Telephone Company Educational Relations Department: 732-9861.

Present students with specific situations in which the use of the telephone is necessary, and have them use the teletrainers to communicatethis information. Have them first determine the exact words to say and the appropriate tone of voice to use in relation to the given situation.

Objective:

Students will use teletrainers to obtain specific telephone services.

Activity

Present students with area codes for New York City and vicinity. Have them match each area code to the appropriate location. Include New York City (212), Nassau and Suffolk (516), Westchester and Rockland (914), Fairfield County, Connecticut (203) and Northern New Jersey (201). The students must dial 1 before the area code.

- Job interviews:

Rationale: For older students in particular, skills for successful job interviews are of utmost importance. Students must learn to present themselves in the best light, without seeming overly immodest. They must learn to use appropriate nonverbal, as well as verbal communication techniques and achieve some degree of familiarity with the interviewing process.

Objective:

Students will exhibit appropriate interviewing techniques.

Activities:

1. Discuss nonverbal communication techniques necessary for successful job interviews, such as punctuality, general appearance, facial expressions and demeanor. Elicit what these techniques tell the employers about the person being interviewed.

2. Play the role of the interviewer and have students play the role of the job candidates. While each student is being "interviewed", have the rest of the class evaluate his/her performance according to given guidelines. Then discuss the class evaluation, offering suggestions of your own.

Expressive Skills—Written

Rationale: Written expressive skills needed for independence include letter writing, completion of forms and applications, and notetaking, Students must be able to write messages, friendly letters, business letters within personal and work environments. They must have the ability to complete various forms and applications to earn, save, and spend money. Students' ability to organize their own lives is enhanced by the organizational skills involved in notetaking.

Objective:

Students will be able to write telephone messages.

Activities:

1. Have students write messages to one another.
2. Using teletrainers, which may be obtained from the New York Telephone, have students give a message and write another down.
3. Whenever possible, arrange for students to answer phones and take messages for school personnel.

Objective:

Students will write a friendly letter.

Activities:

1. Distribute rexographed sheets showing the format for a friendly letter. Have students write a letter to a friend or family member, following the format shown on the rexographed sheet.
2. Arrange for the students to have a pen pal in another state or country. Have them write letters to their pen pals as a class or individual project.

Objective:

Students will write a business letter of request.

Activities:

1. Have students write business letters requesting employment applications. Review business letter format and concentrate on the body of the letter.

2. Have students write business letters to the National Park Service requesting information about specific national parks. Have them contrast the body of the letter with the body of the letter requesting employment applications. This will help students realize that the format remains the same, but the wording in the body is directly related to the type of request being made.

Objective:

Students will write a letter of complaint.

Activity

Tell the students to pretend they ordered a casette of songs by Joan Jett and the Blackhearts, for which they sent a payment of $6.00. Instead of receiving the desired casette, the recieved one by Johnny Cash. Elicit that a letter of complaint is needed to rectify the situation.

Distribute rexographed sheets showing the format of a business letter and including blanks to be completed for each part. Give students the name and address of the recording company and the date the casette was ordered, and have them complete all parts of the letter but the body.

Discuss the information needed by the company and have students list the items in their notebooks. Explain that this information constitutes the first paragraph of the body of the letter and that a second paragraph telling the company what the writer wants done is needed. Have the students write the two paragraphs in the alloted space on the rexographed sheet.

Forms and Applications

- Suggested bank forms to be utilized:

    - applications for savings account
    - applications for checking account

    - deposit slips
    - withdrawal slips
    - checks
    - check register

- Other forms and applications that should be included are:

    - coupons
    - catalog forms
    - Social Security application
    - application for drivers license
    - employment applications

Media As A Teaching Tool

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Literature

Classroom discussion of books provides opportunities for teachers to ask divergent questions and for students to offer personal responses that will not be evaluated as right or wrong. For students who often face lack of success in academic areas, confidence that their comments and opinions will be accepted can be a much-needed ego-building experience.

Unfortunately, many students do not get early exposure to good literature. Some display extensive language limitations, have difficulty in learning how to read, and find reading an onerous task rather than a joy. The skill-oriented approaches to reading used commonly rely heavily on drills and exercises and sometimes preclude wide use of trade books. In addition, some teachers and parents assume that students who cannot read many words will not understand stories read to them. This is far from the truth. All students need to develop their imaginations and to appreciate the esthetic aspects of literature. Appreciation for the literary merits of a story rests on effective involvement and identification with book characters.

Literature is broadly classified into poetry and prose, fiction, and nonfiction, and can be sub-categorized in a variety of ways. Fiction usually encompasses traditional literature, historical and biographical fiction, modern fiction, and humor. Nonfiction includes biography and information books on almost every conceivable subject. There are picture books for younger students and books of increasing verbal complexity for maturing readers.

- Fiction:

- Folk and fairy tales:

Rational: Folk and fairy tales were originally the literature of the people, young and old, who gathered together to hear stories told over and over again. In our age of scientific enlightenment, these stories have been cast into the domain of childhood. Folk tales are part of our world culture. References to folklore are constantly found in modern literature; such idioms as "the boy cried wolf" and "sour grapes" are reflections of traditional tales. In short, folk tales are part of our literary heritage. Students need opportunities to become familiar with and enjoy these stories.

The language of folklore is direct and simple. Fairy tales are short, fast-paced, and tell good stories. Many are humorous, have happy endings, and are reassuring in their consistent presentation of simple justice--good is rewarded and evil punished. The characters are simple, stereotypic, one dimensional figures, symbolic of the completely good or totally evil, and are not developed as full human beings. However, teachers must be alert to the possibility that this flat characterization might lead students to erroneous stereotyped perceptions that equate physical attributes with personality and character. In real life, there is no relationahip between beauty and virtue, and handicapping conditions and facial or body disfigurement certainly do not signify evil.

Folk tales come virtually from all countries of the world. There are many variations on a single theme or folk tale from all corners of the globe. The variant versions will be basically the same story or plot, but will have different characters, settings, or motifs. Teachers who are aware of these variations of folk tales can help students see and compare the similar elements of various cultures.

Objective:

Students will compare variations of given fairy tales.

Activity:

Read "Rumplestilskin" to the class. Follow this by reading a variation of "Rumplestilskin" selected from among the following books:

Japanese:	Ulchida, Yoshiko.	The Sea of Gold and Other Tales from Japan
Armenian:	Tashijian, Virginia.	Once There Was and Was Not, Armenian Tales Retold
English:	Ness, Evaline.	Tom Tit Tom

Scottish: Wilson, Barbara. *Scottish Folk Tales and Legends*

Have students chart the similarities.

Objective:

Students will describe characters in a fairy tale.

Activities:

1. Read a fairy tale to the students and have them draw pictures of various characters.

2. Have students read a fairy tale and describe one of the main characters in writing. Then have them compare their descriptions.

Objective:

Students will describe the appearance and personality traits of given American folklore heroes.

Activity:

Have students read folk tales based on the lives of three or four American folklore heroes and heroines, such as Johnny Appleseed, Pecos Bill, Paul Bunyan, or Annie Oakley. Then have them prepare a chart listing the hero's or heroine's name and occupation, and his/her appearance and personality traits.

Objective:

Students will relate American folk tales to American history.

Activities:

1. Help students create a time line showing the sequence of historical events, to reflect history told through American folk tales. As stories are read and dramatized, students can construct representative symbols for each tale (an ax for Paul Bunyan, an apple for Johnny Appleseed), which can then be strung across the room in chronological order.

2. Have students research the origin of various stories to learn about the real individuals and/or incidents that sparked the legends (Smith and Park, 1977).

- Fables:

Rationale: Fables are variant of folklore that intend to teach or illustrate a moral. The characters of fables are animals (occasionlly , the elements) who speak as human beings and are representative of human nature (e.g., the lion is kindly, the fox is sly). Fables seldom have more than three characters and their plots are based on a single incident. Although fables appear simple because of their brevity, they convey abstract ideas in relatively few words and really are quite complex sotries (Huck, 1978).

Objective:

Students will identify the moral conveyed in a given fable.

Activity:

Tell students the fable entitled, "The Boy Who Cried Wolf." Elicit the reason why no one appeared to help the boy when a wolf really did appear. Help students formulate the moral that, "If you lie consistently, people don't believe you even when you tell the truth."

- Myths and epics:

Rationale: Myths evolved as primitive man began to seek explanations of natural phenomenon. They provide nonscientific answers to perplexing questions about the earth, sky, and human behavior.

Myths are still prevelant today, although they relate more to human behavior than to explanations of natural phenomena of earth and sky. A very common present day myth is that a woman's place is in the home. Such a myth has been perpetuated by the advertising industry as have many others. Thus, an understanding of the ancient myths can easily be used to make students aware of present day myths and the means through which they evolve.

Objective:

Students will create myths to explain events they do not understand.

Activities:

1. Have students read several myths and identify the specific phenomenon each was created to explain.

2. Have students identify a specific phenomenon they do not understand and, working as a unit, create a myth to explain it.

Objective:

Students will identify a present day myth.

Activity:

Have students study commercials to discover implications which have evolved into myths. For example, commercials generally show women washing floors and dishes, cooking, and taking care of children. They have, then, perpetuated the myth that it is the female not the male, who is involved with these responsibilities. On the other hand, commercials generally represent the male as the businessman, mechanic, doctor, etc., perpetuating the myth that woman do not belong in these jobs.

- Realistic and fanciful:

Rationale: Realistic fiction may be defined as imaginative writing that accurately reflects life as it was lived in the past or could be lived today. Everything in such a story could conceivably have happened to real people living in our natural physical world--in constrast to fantasy, in which impossible happenings are made to appear quite plausible (Huck, 1977).

Fanciful fiction refers to stories in which animals or inanimate objects act like people, and students can see their own behavior reflected in the actions of the storybook characters.

Fiction can portray the realities of life and help students develop understanding of others and ultimately of themselves. Fiction can extend experience by introducing students to lives very different from their own or confirm reality and reassure students that they are not alone with their problems. Sometimes books can provide a model for coping with a specific problem; in that respect, books may be considered preparation for life.

Objective:

Students will relate fiction to their own lives.

Activities:

1. Use fiction which involves overcoming obstacles or dealing with feelings to have students talk about instances in their own lives where they have succeeded after many attempts, or dealt successfully with their feelings.
2. Have students read stories which are related in nonsense verse or involve humorous situations. Then have them describe humorous instances in their own lives.

Objective:

Students will identify and compare plots, characters, and settings of two given works of fiction.

Activities:

1. Have students read any two realistic pieces of fiction and describe the most important events, main characters, and settings in each. Have them chart these elements.
2. Have students compare the charts for each work.

- Historical and Biographical fiction:

Rationale: Fiction is a way of knowing about the world through identification with characters in books (in contrast to factual knowing, acquiring information from texts and informational books in a logical way). Historical novels do not only transmit information; ". . . they help a child to experience the past, to enter into the conflicts, the suffering, the joys, the despair of those who lived before us." (Huck, 1978)

Objective:

Students will compare and contrast life as described in a historical novel with life today.

Activities:

1. After reading a work of historical fiction, have students identify aspects of the characters' lives which still hold true today.
2. Read a work of biographical fiction with students and have them identify aspects of the main character's life which are directly related to the historical events through which he/she lived.

- Biography:

Rationale: Good biography musts be an authentic, well documented and researched account of a person's life. It usually includes appealing personal details of the individual's appearance and behavior. It should present the person as a real human being with both short-comings and strengths.

Biographies not only reveal the lives of famous persons to the students, but may be used to relate the subject's personality traits to their own and to those of people they know. They may also be used to teach students the impact of the author's viewpoint on his writing. For example, a biographer will include those aspects of a person's life which help to develop or maintain a particular image of the individual for the reader.

Objective:

Students will contrast three biographies written about the life of the same individual.

Activity:

Help students select three biographies about the same individual from the school and/or public libraries. Be certain that the reading levels are appropriate. Have the students describe incidents and personality traits which appear in one or two, but not all three biographies. Help students conclude that such contrasts occur because different authors may have different interpretations of the subject's life.

- Informational books:

Rationale: The topics of informational books can range from the basic general concepts of preschool years to complex ideas in mathematics and science and the beauty and intricacies of the arts. Informational books may thus provide a resource for triggering the curiosity and interest of students who have not yet been captured by the excitement of books.

Objective:

Students will use informational books for research purposes.

Activity:

Have students select a research topic from among several appropriate categories of interest. Have them visit the school and public libraries to determine informational books covering the chosen topic. Have them list the names of these books in their notebooks. Have them use books to write an appropriate report.

- Poetry:

Rationale: Poetry should be a happy experience for all students, but often the spark, verve, and excitement that poetry can bring is lost. The teacher's own discomfort with poetry, and the practice of requiring pupils to memorize and analyze poems that are inappropriate for them, are often cited as reasons for this dislike.

Because of their universal appeal, Mother Goose rhymes are particularly good for introducing poetry to the very young. The rhymes are fast-paced and full of action. They tell pint-sized stories, can be funny, and are pleasing in the use of rhyme, nonsense syllables, tongue-tickling expressions, imagery, and onomatopoeia.

To keep the spark alive, and to foster love for poetry, poems should be shared every day. Teachers should select poems that exhibit some of the same features as Mother Goose rhymes. Innumerable contemporary poems for both very young and older students exist. The presentation of poetry to the class, as well as the content of poetry, must be considered if interest is to be maintained. Poetry should be read in a natural voice, with emphasis on meaning rather than rhyme. The pace should be slow, and the sing-song effect avoided.

A variety of poem forms can delight students. After hearing a sampling of verse forms, students may be encouraged to try writing poetry. Teachers may find that a specific form provides a kind of discipline and security that makes writing easier to handle.

- Limericks:

Rationale: Limericks are nonsense poems particularly enjoyed by students. They are generally four or five-line verses with definite rhythm and rhyming patterns.

> There was a young lady whose chin
> Resembled the point of a pin;
> So she had it made sharp, and purchased a harp,
> And played several tunes with her chin.
>
> - Edward Lear

Objective:

Students will define limericks.

Activities:

1. Distribute copies of and read several limericks to the students. Have them count the number of lines and identify the rhyming pattern in each. Help students to conclude that limericks contain four or five lines and that their first two lines rhyme with the last.

2. Distribute copies of a limerick and read it to the students. Help them recognize its nonsensical story. Then have them count the number of lines and identify the rhythm and rhyming patterns. Help them define a limerick

as a poem that tells a nonsensical story. Have them combine the conclusion of the previous activity with the conclusion of this activity to define a limerick as "a four or five-line verse with a definite rhyming pattern that tells a nonsensical story."

- Haiku:

Rationale: Haiku is an ancient Japanese form of poetry that has become popular in classrooms.

Objective:

Students will identify a haiku.

Activities:

1. Have students read a prose description of a moment in nature. Then read a haiku verse that describes a similar moment in nature to the students. Have them compare the two.

2. Introduce several other haiku verses and have students identify common elements. Help them to define haiku as fifteen syllable unrhymed poems that usually capture a moment in nature.

3 Have students describe a moment in nature orally, in prose, and then in haiku.

- Cinquain:

Rationale: A cinquain is a five-line poem that follows a definite pattern:

Line 1: one word, which may be the title
Line 2: two words, describing the title
Line 3: three words, which are an action
Line 4: four words, which describe a feeling
Line 5: one word, which is a synonym for or reference to the title

Rainbow
Sky's umbrella
Turned upside down
Lovely splash of color
Aftermath.

Objective:

Students will write a cinquain.

Activity

Show students a picture of an animal. Use the animal as the word in the cinquain. Have students describe the animal with two words. Then have them use three words to tell what the animal is doing, and four to describe the feeling induced by the picture. Complete the cinquain by eliciting a synonym for the the first word.

- Free verse:

Rationale: Free verse is form of poetic expression that does not require regular rhyme or meter and does not depend upon a structure of lines of syllables. Rhythm and cadence distinguish free verse from prose, and it relies on figurative language, metaphor and simile, alliteration, and pattern to create strong images and set mood.

Objective:

Students will recognize the basic elements of free poetry.

Activity:

Read several examples of free verse poetry and have students identify figurative language, metaphor and simile, alliteration, and pattern in each. (This activity should also prove valuable in relation to the teaching of elements of oral communicaton.)

- Concrete poetry:

Rationale: In concrete poetry, the poem's message is presented not only through language, but also by the way the words are arranged on the page. Enjoyment of this form depends upon both visual and auditory factors, is fun for students, and often stimulates them to want to write their own concrete poems.

Objective:

Students will relate the arrangement of words on the page to the words of a concrete poem.

Activity:

Distribute copies of several examples of concrete poetry and read these examples to the students. Have them relate the arrangement of the words on the page to the words of the poem.

Television

In spite of criticism lodged against it, television is an excellent medium for teaching many communications skills and concepts. It may be used to teach elements of drama and comedy, and concepts such as exaggeration, serialization, categorization, comparison and contrast. Furthermore, since television plays such a large role in students' lives, it is important to teach them to become discriminatory viewers.

Most television programs can be placed into three categories, according to their functions. Some programs are created to entertain, some to inform, and others to both entertain and inform. This section, therefore, has been arranged according to these three categories. The type of program, the objective it can be utilized to teach, and corresponding activities are presented for each category.

- Entertainment:

Programs With Plots, Characters, Settings

- Dramas:

Rationale: Although quality television dramas are often few and far between, students can learn much from them. Dramas may be used to teach plot, characters, and settings. They may also be compared and contrasted with other programs involving plots, characters, and settings.

Objective:

Students will recognize the elements of drama.

Activities:

1. Have students read through a weekly television schedule and list all programs they believe to be dramas. Discuss why they believe these to be dramas, and elicit common elements among these programs.

2. Define plot, characters, settings

Plot:	The events that occur in the story
Characters:	The made-up people the story is about
Settings:	Where the events take place

3. Relate common elements of dramas to plot, characters, settings.

PLOT	CHARACTERS	SETTINGS
. Serious . About one major life problem . Has a beginning, middle, and end	No more than three main characters	Few settings

4. Have students define "television drama": A program that has a serious plot about one major life problem, no more than three main characters, and few settings.

5. Have students select a television drama and apply the definition. Students must indicate the specific major life problem in the plot, give a brief description of the characters and their relationships to one another and the problem, and very brief descriptions of the settings and their relationship to the plot.

- Soap operas:

Rationale: The soap opera has become a very popular form of entertainment, particularly among the young. Its popularity may be used as a motivational device. Soap operas may be used to reinforce the concepts of plot, characters, and settings, and to teach exaggeration and serialization.

Objective:

Students will compare soap operas to dramas.

Activities:

1. Have students discuss soap operas as forms of entertainment. Be sure to have them explain why they watch soap operas.

2. Have students chart elements of soap operas in the same way they charted elements of dramas.

PLOT	CHARACTERS	SETTINGS
. Serious . About many major life problems . Continuous	Many major characters	Many settings

3. Have students compare chart for soap operas with chart for dramas. They should conclude that soap operas have many more plots, characters, and settings than dramas.

Objective:

Students will define "exaggeration."

Activities:

1. Have students relate the number of characters who know one another and who have major life problems to their own lives and those of friends and relatives to determine if this is a true representation of real life. They should conclude that it is not; that, in real life, people do not experience as many major problems as frequently as they do in soap operas. Then, introduce exaggeration.

2. Have students use dictionaries to define exaggeration. Have them relate dictionary definition to soap operas.

3. Discuss other forms of exaggeration:

He spent $1 million on his new "box."
That woman is as big as a house.

Objective:

Studentswill define "serialization."

Activities:

1. Review the fact that the plot of a soap opera is continuous; each episode is a continuation of the episode before it. Introduce serialization.

2. Have students use dictionaries to define serialization. Have them relate dictionary definition to soap operas. You may wish to have students identify other types of programs which have been serialized, such as mini-dramas: "Roots," "Masada," "Rich Man, Poor Man."

3. Have students relate serialization to subjects other than television programs.

   Example: 1, 2, 3, 4, 5, 6, 7, 8, 9

- Detective shows:

Rationale: The plots, characters, and settings of detective shows may be compared to those of dramas and soap operas. The plots of detective shows always involve a crime. The crime is always solved and the criminal is always caught in the end. Thus, a lesson in morality is being taught: "Crime does not pay."

Discussions about what will happen to the criminal once he/she has been caught can ensue, utilizing the skill of predicting outcomes. The crimes involved in the plots of detective shows can be compared to real life situations, with students using newspaper articles to make comparisons. This will help students to see how fiction relates to reality.

Objective:

Students will compare plots, characters, and settings of detective shows to those of dramas and soap operas.

Activities:

1. Have students chart the elements of plot, characters, and settings.

PLOT	CHARACTERS	SETTINGS
. Serious . Always involves a crime . Has a beginning, a middle, and an end	. Law enforcer or attorney (same in every episode) . Criminal . Victim	Related to unique show--continuous setting: one which appears in every episode of a given program

2. Have students compare and contrast the chart for detective shows with those for dramas and soap operas. Have them note, in particular, the specific types of characters involved in the detective show.

3. Have students identify continuous settings in individual programs and relate specific settings to plots of specific episodes.

Objective:

Students will predict the consequences of the crime.

Activities:

1. Have students review the crime involved in the plot. Then, have them predict what will happen to the criminal after he has been caught.

2. Have class determine the most realistic prediction.

Objective:

Students will define "fiction" and "reality."

Activities:

1. Have students read several newspaper articles about crimes which have been committed and find similarities between those and the crimes involved in detective shows.

2. Introduce the concepts of "fiction" and "reality":

fiction: something made up
reality: real life

Indicate that fiction may or may not be based on reality. ("E. T." is an example of fiction that is not based on reality; "Rocky III" is an example of fiction that is based on reality.)

Objective:

Students will write a short detective story.

Activity:

Have students select a crime and create a plot for a short detective story. Then have them develop characters for their story. When completed, a total detective story will have been written. This activity may be done as a class project, by groups within the class or as an individual assignment, depending on the skills of the students.

- Situation comedies:

Rationale: The situation comedy is among the most common types of programs on television. It represents a wide range of comedic devices, such as sight gags, one-liners, story-line jokes, idioms, and sarcasm. Situation comedies may, therefore, be used to teach different kinds of humor. Students should understand tne differences in plot and characters between situation comedies and programs involving serious situations.

Objective:

Students will compare comedies with programs involving serious situations.

Activities:

1. Have students chart situation comedies:

PLOT	CHARACTERS	SETTINGS
. Humorous . One minor life problem	Same main characters in each episode; Frequently one character who is the butt of jokes	Frequently has the same settings in each episode

2. Have students compare and contrast chart for situation comedy with charts for dramas, soap operas, and detective shows.

3. Have students define situation comedy: A television program with a humorous plot involving one minor life problem and the same main characters in each episode.

Objective:

Students will identify the type of humor used in a given situation comedy.

Activities:

1. Define one-liner, sight gag, story-line joke, idioms, and sarcasm.

. one liner	- something very funny said in one sentence
. sight-gag	- something funny that you see someone do
. story-line joke	- something someone says that is funny because it comes after a whole story or from a certain happening in the story.

- sarcasm - something someone says when he/she really means the opposite
- idiom - something someone says that seems to mean one thing but really means something else.

2. Select one or two programs for each comedic device. Have students watch each program and identify what makes them laugh in each show. Have them apply the appropriate name to each device.

   Examples:

   "Three's Company" - one-liners
   "Gilligan's Island" - sight gags
   "Happy Days".. - story-line jokes
   "Police Squad" - idioms
   "Archie's Place" - sarcasm

3. Have students select one situation comedy and critique it according to the definitions, as well as the type of humor utilized. Students should also state their opinions as to whether or not the program's attempts at humor really work.

- Variety shows:

Rationale: Variety shows have no plots or characters; nevertheless, they are entertaining. They involve a variety of forms of entertainment, including singing, dancing, and comedy. Celebrities who host the program also perform. There are usually the added elements of a live audience and a stage, which provide the viewer with a sense of participation. Students should be made aware of these additional factors, as well as understand that these programs can provide something for everyone. Variety shows can be used to help students understand the effect of an audience's response on an individual and to introduce students to stand-up comedy and comedy sketches.

Objective:

Students will identify elements of variety shows.

Activities:

1. Elicit common elements of The Muppet Show and The Carol Burnett Show: Multimode entertainment, celebrity host(ess), guest stars, live audience, stage. Discuss each element and use them to define a variety show.

2. Have students examine the differences between The Muppet Show and The Carol Burnett Show. They can write a composition indicating which program they prefer and why they prefer it.

Objective:

Students will compare their reactions and the audience's:

- reactions to the performers and forms of entertainment provided by a variety show.

Activities:

1. Have students watch either The Carol Burnett Show or The Muppet Show and answer the following questions:
    - What kinds of entertainment did the program provide?
    - Who were the guest stars? What did they do?
    - Which part of the program did you like best? Why?
    - Which part of the program did the audience like best?
    - What makes you think so?

Objective:

Students will identify stand-up comedy and comedy sketches.

Activities:

1. Have students compare Bob Hope's comedy to that of Carol Burnett's. Elicit that Bob Hope usually does a comedy routine standing before an audience, while Carol Burnett's comedy usually involves at least one other person, as well as a brief plot. Introduce the terms "stand-up comedy" and "comedy sketch."

2. Have students identify other comedians who perform stand-up comedy or in comedy sketches. Have students explain which of these two forms of comedy they enjoy more.

- Game shows and sports programs:

Rationale: Like variety shows, game shows have no plots or characters. They involve real people, frequently celebrities, and competition. Game shows and sports programs may be compared to show students that people enjoy watching others compete. With game shows, the viewer frequently pretends to compete with the contestant; with sports programs, viewers root for their favorite team or individual. Both of these programs include live audiences and hosts. The host's job in the game show is to act as a referee; the host's job in the game program is to narrate the events.

Objective:

Students will describe and explain a selected game show.

Activity:

Have students select a game show and give a very brief talk explaining the object of the game involved and the way it is scored. Have them also explain whether they enjoyed it and why.

Objective:

Students will describe their feelings while watching a sports event on television.

Activities:

1. Have students use words, such as excited, angry, thrilled, etc.,to describe their emotional reactions to a given sports event they viewed on television. Have then also indicate physical reactions they exhibited in relation to these emotions.

2. Discuss with students why they enjoy watching sports events. Help them conclude that people enjoy watching competition, which accounts for the popularity of these programs.

- Information:

- News programs:

Rationale: Although students enjoy television as a means of entertainment, many fail to use it as a source of information. The teacher can help students learn to recognize the value of television as a resource.

News programs provide viewers with visual and auditory means of understanding current events. Therefore, they are helpful for students who have difficulty comprehending newspaper articles and attending to radio news broadcasts. However, students must be made aware, that television newscasts give a brief overview of events, while other media such as newspapers give much more detailed accounts. In addition, students should know the categories of news reported on television news programs.

Objective:

Students will identify the elements of a television news program.

Activity:

Have students watch a television newscast and list types of events reported. Have them give an example for each element listed.

Elements

. World, national, local events
. Weather
. Sports
. Human interest
. Movie and theatrical reviews
. Editorial

Objective:

Students will locate position of specific element as presented in newscast schedule.

Activity:

Have students watch the same television newscast for three or four days and prepare a schedule of elements.

Objective:

Students will compare and contrast television and other media news reported according to degree of information provided.

Activities:

1. Have students select one specific world event and compare and contrast television, radio, and newspaper reports of the event.
2. Follow the same procedure with a movie review.

Students should conclude that newspapers report more detail about a given event, but that this fact does not necessarily apply to movie reviews.

Objective:

Students will compare and contrast television newscasts, radio newscasts and newspapers according to modalities used.

Activities:

1. Define "visual" and "auditory."
2. Elicit modalities used by each of the news media.
3. Have students gather information about a given event from each of the news media. Have them discuss which of the media reports they found easiest to understand and what made it easier than the others.

- Documentaries:

Rationale: Documentaries offer viewers in-depth reports on topics of public interest. They can be used to teach students the skills of attention to detail, drawing conclusions, and other comprehension skills. They may also be compared to newspaper articles covering the same topic. Such an activity helps students see similarities and differences between newspapers and television in their methods of handling the same topic. Because documentaries use both visual and auditory means of presenting the viewer with background information and events and individuals related to the subject matter, they allow students to observe the situation from several points of view.

Objective:

Students will define documentary.

Activity:

Have students list topics they consider to be of public interest, such as the economy, world events, space exploration, etc. Have them study a weekly television schedule to see if a program about any of the topics they listed will be offered that week. Introduce the word "documentary."

Lead students to define a documentary as a program presenting a detailed report on a topic of public interest.

Objective:

Students will list elements of a documentary.

Activity:

Lead students to determine type of information needed for a report on rock 'n roll.

Examples:

- origin of rock 'n roll
- definition
- important personages
- current status

Lead students to conclude that background information, information about events and individuals related to the subject matter, and current status of the subject are necessary for an in-depth report. Indicate that a documentary includes such information.

Objective:

Students will identify methods documentaries use to relate information.

Activity:

Have students determine as many methods of relating information as possible.

Examples:

- narration
- interviews
- reports from the scene
- films of events

Indicate to students that documentaries use each of these methods.

- Entertainment/Information:

- Talk shows:

Rationale: Some talk shows are entertaining in that they involve a celebrity host and famous show business personalities. Others are strictly informative, involve a renowned interviewer talking with experts in their respective fields. The subject under discussion generally determines the purpose of the talk show. This factor may be related to the literary concept of author's purpose. Furthermore, talk shows may be compared with documentaries, as both deal with topics of public interest.

Objective:

Students will identify the purpose of two given talk shows.

Activity:

Have students view a talk show that is entertaining and one that is informative. Have then identify the function of each and explain how each fulfills its function.

Objective:

Students will compare informative talk shows with documentaries.

Activities:

1. Have students identify methods informative talk shows use to relate information (interview, discussion).
2. Review methods of relating information used by documentaries. Have students compare these with those used by informative talk shows.

Newspapers

In the days before the invention of the printing press, news was carried great distances by traveling troubadors. These men were poets, as well as storytellers, and often colored the news to make it more interesting to their audiences. Frequently, the tales they told were of events that had occurred months and even years past, for travel was not as speedy as it is today.

The newspapers of our age report events realistically and within hours of their occurrence. They provide us with information about world, national and local events, business and industry, job openings, sales, the latest fashions, and sports. They even provide entertainment with sections and puzzles and comics.

It is important for students to relate major world, national and local events to their own lives. Teachers can use newspapers to develop a sense of perspective in their students. They can also use newspapers to teach the receptive communication skills of categorizing, finding the main idea, attending to detail, locating information, and distinguishing fact from opinion. Newspapers can also be used to teach the expressive communication skills of paragraphing, reporting, summarizing and critiquing.

- Receptive skills:

Objective:

Students will identify and list the sections of a daily newspaper.

Activities:

1. Elicit the names of sections of the newspaper that students enjoy most and list them on the board. Have students add to the list by observing an actual complete newspaper.

2. Have students cut one article from each section of the newspaper and attach each to a separate page in their notebooks. Assign them to label each page the appropriate secion title.

Objective:

Students will relate headlines to articles.

Activities:

1. Have students read a headline and underline the words in the corresponding article that relate to the heading.

2. Present students with an article and have them write a headline for it.

Objective:

Students will identify the "five W's" and the "H" in the first paragraph of a newspaper article.

Activity:

Have students read the first paragraph of a newspaper article and answer the following questions:

- Who or what is the article about?
- When did the event take place?
- Where did the event take place?
- Why did the event take place?
- How did the event take place?

Objective:

Students will locate given informaton in a newspaper.

Activities:

1. Have students use the index of a newspaper to locate articles about specific topics.

2. Have students identify the section of a newspaper in which they would find articles about specific topics.

Objective:

Students will distinguish fact from opinion.

Activities:

1. Present students with the following sentences:

   Mr. Porter is 6 ft. 1 in.
   Mr. Porter is handsome.

   Elicit which sentence is fact and which is opinion and the reasons for each.

2. Distribute copies of a factual newspaper article and an editorial or review. Have students identify each as expressing fact or opinion and give reasons supporting their statements.

- Expressive skills:

Objective:

Students will write an organized cohesive paragraph.

Activitiy:

Have students write factual articles for a class newspaper. Have them organize the first paragraph of each articles according to the "four W's" and the "H".

Objective:

Students will research information.

Activity:

Divide class into groups, assigning each group to write a factual article about a different topic.

- Have students list sources of information for their topic.
- Have students use the list of sources to gather information for their topics.

Objective:

Students will identify the first paragraph of a newspaper article as a summary of the article.

Activities:

1. Have students read an entire newspaper article. Elicit answers to the "5 W's" and the "H" questions. Have students write their answers in paragraph form and compare their paragraph to the first paragraph of the article. They should conclude that their paragraph and the first paragraph of the article both summarize the article itself.
2. Distribute copies of a factual newspaper article and have students write their own summaries. Have them exchange papers and evaluate each other's work.

Objective:

Students will prepare a critique of a movie they have seen.

Activities:

1. Read several movie reviews with students. Help them establish common criteria used by the reviewers and list these criteria in their notebooks.
2. Have students use criteria listed to critique a movie they have seen. Have students who have written about the same movie compare their critiques.

Libraries

Students should recognize that libraries are more than storehouses of information. They must be made aware that libraries exist as sources of information and temporary resting places for literary creations of the past and present. Students must learn to understand libraries and use them. Once they are acquainted with the contents of libraries and the system used to organize them, students will be able to travel through time, experience new worlds, and make discoveries about themselves and others.

Understanding the Dewey Decimal System and the card catalog can also play a role in developing students organizational skills. Teachers can even use library lessons to enhance students' map skills.

Objective:

Students will locate fiction, non-fiction, and reference books in the school library.

Activity:

Prior to a visit to a school library, distribute floor plans depicting areas in which fiction, non-fiction, and reference materials are located. Using a color key, have students use crayons to color these areas on the floor plans.

During the visit to the library, have students relate the colored floor plans to the room itself.

Objective:

Students will use the card catalog.

Activities:

1. Acquaint students with the titles and authors of several books and have these on the spines of the books. Then have them locate and name the titles and authors of other books in the classroom.
2. Present students with a haphazardly arranged list of authors and have them arrange these in alphabetical order, according to the author's last name. Repeat the procedure with book titles.
3. Borrow library books and show students the letters and/or numbers which appear on the spines of the books. Place the books on a desk and have the students come up to the desk and identify the title and author of the book that matches a specific number on the board. This will help them relate the letters and/or numbers they find on the cards in the card catalog to the books they represent.
4. Present students with index cards on which appear the Dewey Decimal numbers of ten to fifteen books, and the books' titles and authors. Have students organize the cards numerically. Indicate another pack of cards on which are written subjects and corresponding numbers. Have students match the cards with title, authors, and numbers to the cards with subjects and numbers. Help students conclude that the same subject is identified by certain common numbers.
5. Visit the school library so that students can make practical use of knowledge gained in the classroom.

Objective:

Students will demonstrate their ability to use library skills.

Activity:

Create a class library with books supplied by students themselves, and which will be returned to them at the end of the school year. Allow students to borrow books according to the rules of public and school libraries. Have students develop a card catalog for their class library.

Resources

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Informal Reading Assessment

When a student first arrives in a special education class, the teacher needs to know what skills and strengths the student has and what areas need remediation. Informal assessment is necessary to know where and how to begin. One of several informal assessment tools can provide a starting place.

The Harris Sample Word List (Harris, 1970) is a quick means of assessing specific weaknesses in word-calling and word-attack skills. The teacher can write the words for each grade level on separate tagboard sheets, in bold primary letters. The teacher should begin with a card at least two (2) years below the students grade level assignment. The student is asked to read the words aloud; if he/she misreads any words on the initial list, the teacher can drop to easier lists until the student makes no errors. The teacher should encourage the student to "sound out" words with which he/she is having difficulty in order to gain some knowledge of the students word attack skills. If the student reads the initial list, he/sne should move on until three words are missed. Two errors indicate the student's instructional level (the level at which teaching should begin). Three or more errors identify the level at which reading materials will be too difficult.

Preprimer	Primer	1st Reader
on	all	another
big	cake	cry
run	how	hopped
dog	from	gate
up	into	snow
look	story	next
to	that	bunny
me	wanted	thought
it	playing	well
good	milk	running

Grade 2	Grade 3	Grade 4	Grade 5
clang	check	addition	accomplished
fruit	reason	blizzard	commotion
quick	plain	compound	decorate
teach	freeze	embrace	essential
sound	knife	groove	marvelous
music	inch	introduce	grateful
often	moment	magic	population
straight	president	nonsense	remarkable
dark	shovel	permanent	suggestion
cannot	whale	scratch	territory

Reading

The Roswell-Chall Diagnostic Reading Test provides a means of assessing phonics skills. The student is asked to give the sounds that are made by the letters, and read the words on the sheet. Teachers can order copies of this list.

Informal Reading Inventories (IRI) consists of a carefully graded series of reading passages (100-150 words), usually ranging from preprimer through eighth grade levels. The selections should be taken from books with which the student has had little or no contact. As the student reads aloud, the teacher records mistakes in word recognition and word analysis, and subsequently anaylzes them to find a pattern to the errors. After reading a passage, the student answers a series of questions that test comprehension.

The purpose of an IRI is to determine the reading level at which a student can function indepently, the point at which he/she can profit from instruction, the frustration level, and the level at which the student comprehends what he/she reads. The IRI also can determine the student's specific reading strengthes and weaknesses. It can serve as an evaluation of progress, if administered periodically.

Informal Reading Inventory Standards

Reading Level	Word Recognition	Comprehension
Independent	99%	90% and above
Instructional	95%	75% and above
Frustration	90% and below	50% and below
Hearing Comprehension		75% material

Independent Level: The level at which the student reads, aloud in a natural conversational tone is the independent level. The student's reading should be free from any symptoms of difficulty (e.g., finger pointing, or lip moving). Reading is rhythmical and well phrased. Extensive supplementary Reading, for enjoyment and information, is possible at this level. Material is read with comprehension score of at least 90%.

Instructional Level: The instructional level is the level at which the student can profit from teacher guidance through classroom teaching. Little tension is noted in the student's oral reading at this level, and the student can use most word recognition techniques easily. The student usually reads with 95% accuracy in word recognition (1 error per 20 words) and a comprehension score of at least 75%.

Frustration Level: The frustration level is the level marked by many errors and refusals. The student is usually quite tense at this level because the material is too difficult to read, and comprehension is often less than 50%. It is recommended that the test be terminated at this level.

Hearing Comprehension Level: At the hearing comprehension level, the student comprehends 75% of the material read aloud by the examiner. This level is a good indication of the vocabulary and language structure that the student understands.

The strength of the IRI is not in its use as a test instrument, but in its use as a tool to study the student's behavior in a reading situation. The IRI is easy to administer and tnterpret, and is inexpensive.

Commercial Resources

Appleton-Century-Crafts
Division of Prentice-Hall
Englewood, NJ 07632

Barnell Loft Ltd.
958 Church Street
Baldwin, NY 11510

Bell & Howell
Audio Visual Products Division
7100 McCormick Road
Chicago, IL 60645

The Bobbs-Merrill Company, Inc.
4300 West 62 Street
Indianapolis, IN 46206

Childcraft Education Corp.
20 Kilmer Road
Edison, NJ 08817

Developmental Learning Materials (DLM)
7440 Notchey Avenue
Nile, IL 60648

Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520

Harcourt Brace Javanovich, Inc.
757 Third Avenue
New York, NY 10017

Harper & Row, Publishers
10 East 53 Street
New York, NY 10022

Holt, Rinehart, and Winston, Inc.
P.O. Box 3323
Grand Central Station
New York, NY 10017

Houghton Mifflin Company
1 Beacon Street
Boston, MA 02107

James Book Publishers
3541 Investment Blvd.
Suite 5
Hayward, CA 94544

Macmillian Publishing Co., Inc.
866 Third Avenue
New York, NY 10022

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Charles E. Merrill, Pub.
1300 Columbus Avenue
Columbus, OH 43216

Milton Bradley Company
Springfield, MA 01101

New Readers Press
P.O. Box 131
Syracuse, NY 13210

Noble and Noble Publishers, Inc.
1 Dog Hammarskjold Plaza
New York, NY 10017

Open Doors
20 West 40th Street
New York, NY 10018

Rand McNally
P.O. Box 7600
Chicago, IL 60680

Random House/Singer School Division
201 East 50 Street
New York, NY 10022

Frank E. Richards Co.
324 First Street
Liverpool, NY 13088

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, NJ 07632

Science Research Associates, Inc.
259 East Erie Street
Chicago, IL 60611

Scott, Foresman and Company
200 East Lake Avenue
Glenview, IL 60025

Teaching Resources Corporation
100 Boylston Street
Boston, MA 02116

Special Education Associations and Organizations

Alexander Graham Bell Association for the Deaf, Inc.
3417 Volta Place
Washington, DC 20007

American Association of Mental Deficiency
5201 Connecticut Avenue, NW
Washington DC 20015

American Foundation for the Blind
15 West Sixteenth Street
New York, NY 10011

American Phychological Association
1200 Seventeenth Street, NY
Washington, DC 20036

American Speech and Hearing Association
9030 Georgetown Road
Washington, DC 20014

Association for Children with Learning Disabilities
5225 Grace Street
Pittsburgh, PA 15236

Association for the Aid of Crippled Children
345 East 46 Street
New York, NY 10017

Association for the Education of the Visually Handicapped
919 Walnut, Fourth Floor
Philadelphia, PA 19107

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Muscular Dystrophy Association
810 Seventh Avenue
New York, NY 10019

National Association of the Deaf
814 Thayer Avenue
Silver Springs, MD 20910

National Association for Retarded Citizens
2709 Avenue E East
Arlington, TX 76011

National Association for the Visually Handicapped
3201 Balboa Street
San Francisco, CA 91421

National Easter Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, IL 60612

National Foundation
March of Dimes
Division of Health Information and School Relations
1275 Mamaroneck Avenue
White Plains, NY 10605

National Rehabilitation Association
1522 K Street NW
Washington, DC 20005

National Assocation for Autistic Children
169 Tampa Avenue
Albany, NY 12208

Orton Society, Inc.
8415 Bellona Lane
Baltimore, MD 21204

United Cerebral Palsy Association
66 East 34th Street
New York, NY 10016

We Are People First
P.O. Box 5208
Salem, OR 07304

Special Education Journals

ACLD NEWSBRIEFS
Association for Children with Learning Disabilities
4156 Library Road
Pittsburgh, PA 15234

BEHAVIORAL DISORDERS JOURNAL
Council for Exceptional Children
Council for Children with Behavioral Disorders
1920 Association Drive
Reston, VA 22091

CEC UPDATE
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

EDUCATION AND TRAINING OF THE MENTALLY RETARDED
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

EDUCATION OF THE VISUALLY HANDICAPPED
Association for Education of the Visually Handicapped, Inc.
919 Walnut Street
Phildelphia, PA 19107

FOUNTAINHEAD
Association for the Visually Handicapped
919 Walnut Street
Phildelphia, PA 19107

JOURNAL FOR SPECIAL EDUCATORS
American Association for Special Educators
179 Sierra Vista Lane
Valley Cottage, NY 10989

JOURNAL FOR CAREER EDUCATION
University of Missouri-Columbia
College of Education
Columbia, MO 65211

JOURNAL OF LEARNING DISABILITIES
Professional Press, Inc.
101 E. Ontario Street
Chicago. IL 60611

JOURNAL OF READING BEHAVIOR
National Reading Conference, Inc.
Clemson University
Clemson, SC 29631

JOURNAL OF SPEECH AND HEARING DISORDERS
American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852

LANGUAGE, SPEECH AND HEARING SERVICES IN SCHOOLS
American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852

OUR CHILDREN'S VOICE
New York State Association for Retarded Children
175 Fifth Avenue
New York, NY 10010

PARAPLEGIA LIFE
National Spinal Cord Injury Foundation
369 Elliot Street
Newton Upper Falls, MA 02174

READING IMPROVEMENT
Project Innovation
1362 Santa Cruz Center
Chula Vista, CA 92010

SPECIAL TEACHER
New York State Association of Teachers of the Handicapped
New York City Chapter
Box 50
Corona-A, NY 11868